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AUTHOR Marquez, Ralph
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ABSTRACT

This handbook of the Imperial Valley College (IVC) 2+2+2 Project provides an overview of the development of an articulated education program for business and law enforcement careers, involving six local high schools and San Diego State University, Imperial Valley Campus. Following a brief introduction to the 2+2+2 project in section I, section II outlines the projects' goals which include plans: (1) to implement an articulated career education program with each of the local high schools; (2) to implement an outreach program to recruit local high school students; (3) to provide support services to IVC program participants; (4) to implement a work experience component; and (5) to involve advisory groups in order to institutionalize the program. Section III reviews project structure, including the plan of operation and staffing, while section IV describes the articulation efforts which targeted the curricular areas of Math, English and Business. High school and community outreach is discussed in section V, including the creation of curriculum pathway brochures, presentations, career days, and business and law enforcement festivals. In section VI, support services (i.e., counseling and the work experience program), are described. Finally, section VII provides a summary of the project. Appendixes, which comprise the bulk of the handbook, include articulation agreements; outreach and student support materials; and the project budget and contracts. (JSP)

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# IMPERIAL VALLEY COLLEGE

## 2+2+2 PROJECT

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Ralph Marquez

U.S. DEPARTMENT OF EDUCATION
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# I. INTRODUCTION

During the 1988-89 academic year Imperial Valley College broadened its offering of unique programs and services to the surrounding community with the introduction of the 2+2+2 Project. Established in response to Assembly Bill 3639 (Bradley), the reception to this state funded articulated career education program was overwhelmingly positive among partner institutions. The intersegmental networks established by the Project amongst the six local high schools, Imperial Valley College, and San Diego State University-Imperial Valley Campus formalized a strong foundation for career education articulation.

Articulated career education models as the 2+2+2 Project need to address three objectives (1) curriculum articulation (2) student support services and (3) communication and outreach. At Imperial Valley College the articulation with local high schools was targeted to the areas of English, Math and Business. Currently enrolled Project participants received support services from Project counselors located in the counseling center. High school specific brochures describing the curriculum pathways, college faculty presentations at the high schools, and the establishment of "career days" were how Imperial Valley College approached communication and outreach objectives.

The focus of efforts of the 2+2+2 Project at Imperial Valley College was in career areas that provided immediate prospects of employment for its participants, Business and Law Enforcement. The Project was a concerted effort to bring the three educational segments into a systematic and organized educational partnership by dealing with issues that greatly affect the residents of Imperial County.

# II. PURPOSE AND GOALS

Articulated career education programs were organized to ensure that students pursuing formal education for a particular career field were able to proceed to the next level with the minimum loss of time. The three educational segments included in this Project were the six local high schools (including ROP), Imperial Valley College, and San Diego State University-Imperial Valley Campus. The Project provided consistent career and curriculum pathways through which students could proceed, entering and exiting at any point of the combined six years of the program.

The primary goals of the 2+2+2 Project were: To implement an articulated career education program with each of the local high schools in the areas of Business and Law Enforcement; to implement an outreach program publicizing the 2+2+2 Project to recruit student participants at the local high schools; to provide support services to program participants that were currently enrolled at Imperial Valley College; to implement a work experience component for the areas of Business and Law Enforcement; to involve advisory groups in enhancing and institutionalizing the operations of the 2+2+2 Project.

# III. PROJECT STRUCTURE

## A. Plan Of Operation

The 2+2+2 Project focused on implementing a fully articulated career education program at each of the local high schools and/or ROP (See Appendix A). It identified student participants and monitored their progress through a specific program of study.

The Project Coordinator worked in conjunction with the Dean of Vocational Technical Education, the chairpersons for the Behavioral Science, Business, Math & Science, and English Divisions, the Vice President of Counseling and Student Services, and San Diego State University-Imperial Valley Campus staff.

Crucial to the operation of Imperial Valley College's 2+2+2 Project was an effective plan ensuring appropriate and effective administration of the program.

## B. Staffing

### Project Coordinator

Administrative, supervisory, and fiscal responsibility for the Imperial Valley College 2+2+2 Project was assumed by the Transfer Center Director who functioned as the Project Coordinator. The Project Coordinator reported to the Vice President of Counseling and Student Services.

### Faculty Consultants

Seven Imperial Valley College faculty consultants represent-

ing the Behavioral Science, Business, Math and Science, and English Divisions were hired on an hourly basis (See Appendix D). These faculty consultants were responsible for performing the operational tasks of the articulation plan with each of the six local high schools. They worked in conjunction with representatives from their respective department at the various high schools and their counterparts at San Diego State University-Imperial Valley Campus.

### Project Counselors

Two part-time counselors provided support services to currently enrolled Imperial Valley College program participants. These Project counselors were located in the Counseling Center and provided advisement at regularly scheduled hours (See Appendix D).

### Work Experience Facilitator

A Cooperative Work Experience Facilitator was hired on an hourly basis to organize and coordinate the development of the work experience component of the Project (See Appendix D).

### High School Counselors

One counselor from each of the local high schools was contracted on an hourly basis to help identify and provide preliminary advisement to prospective candidates for the Imperial Valley College 2+2+2 Project (See Appendix D). The high school counselors provided assistance in publicizing the Project at their respective schools and were also members of the 2+2+2 Project Advisory Committee.

## Data Processing Consultant

A data processing consultant was hire on an hourly basis to design the computer database for tracking 2+2+2 Project student participants (See Appendix D). The data processing consultant also provided techincal support as needed.

## Support Staff

Other support staff consisted of Imperial Valley College Counseling Center classified personnel providing clerical and logistical assistance as needed.

# IV. ARTICULATION

Intersegmental in nature and multi-district in scope curriculum articulation with the local high schools was a far-reaching process involving many individuals (See Appendix A). It commenced only with the approval and consent from the chief administrative officer at each of the high school districts. Curriculum articulation once initiated targeted the areas of Business, English and Math.

Imperial Valley College faculty consultants met with departmental representatives from their respective areas at each of the local high schools (See Appendix A). After the preliminary review of their outlines, specific courses were nominated for articulation. Nominated courses were then subjected to a more specific mutual review for course content. The course would than be submitted for formal approval by the Academic Senate at Imperial Valley College once a match for course content had been made.

The faculty consultants were responsible for performing the operational tasks of the articulation plan with each of the high schools. They performed the initial review of course outlines and nominated courses for articulation. During mutual review, faculty consultants suggested revisions and/or updates to bring high school course outlines in line with the college courses. Once in agreement the faculty consultants submitted the course outline for articulation approval by the Academic Senate.

## Math and English

Math and English articulation by bringing each high school district in line with the community college, indirectly set a countywide curriculum standard. Articulated courses in math

and English in conjunction with assessment instruments are to be used to provide more accurate placement in college math and English. All students not just Project participants stand to benefit from these articulation efforts.

Two English and one math consultant from the Imperial Valley College faculty were contracted at the prevailing "extra duty" rate (See Appendix D). The English Division Chair was crucial to the process and was involved from the onset. Faculty consultants provided articulation services for a period ranging from 20-30 hours per semester at the extra duty hourly rate.

## Business

Business articulation differed from the English and math in that articulated courses are to be used to fulfill course prerequisites for the Business Division at Imperial Valley College. Course articulation in Business was limited to Beginning Typing (Business 20A), Shorthand Theory and Speedbuilding (Business 31A), and Bookkeeping (Business 10A). It will soon be possible to receive 3 units of college credit for an articulated high school course. The student must enroll in the next higher course at the college and receives a "B" or better (See Appendix A).

One Business Division faculty consultant was contracted at the prevailing "extra duty" rate and provided articulation services for a period ranging from 20-30 hours per semester (See Appendix D). Imperial Valley College's formal policy for granting advanced credit for high school courses is to be revised and the Business Division faculty consultant will play a central role.

# A. High School Outreach

## Curriculum Pathway Brochures

The 2+2+2 Project Coordinator and the contracted the high school district counselor developed outreach brochures describing the curriculum pathways in the two articulated career areas (See Appendix B). These school specific brochures systematically listed coursework a student could follow in preparation for advance to the next education level. The outreach brochures were updated each summer for use in the fall semester. Updating the high school segment pathways was the responsibility of the Project Coordinator and the contracted high school counselors.

Articulation of the four year college pathways rested with the articulation officer for Imperial Valley College. The college articulation officer informed the Project Coordinator of any changes so that the outreach brochures could accurately reflect them. Updating of the outreach brochures resided solely with the Project Coordinator.

## High School Presentations

Faculty consultants from the Business Division and the Administration of Justice Department conducted outreach presentations at each of the local high schools (See Appendix D). Though used for identifying potential student participants in the 2+2+2 Project, the presentations served to market these Imperial Valley College Divisions/Departments at the local high schools.

At each of the presentations the faculty consultants handed out the outreach brochures to interested students. The outreach brochures referred the interested student to the contracted high school counselor at their high school. The contracted high school counselor then had the student fill out a Statement of Intent to Participate form (See Appendix B). The contracted high school counselor forwarded all SIP forms to the Project Coordinator to be entered into the 2+2+2 Project computer database.

Twice a year, once in March than again in August, the Project Coordinator forwarded student tracking reports to the Chancellors Office in Sacramento and the project evaluation site at Ranch Santiago College. Student tracking reports indicated the progress each Project participant made toward their stated educational goals according to their SIP form. The tracking report listed the courses a participant was enrolled in each semester and their completion status. The student tracking report was generated by the Project Coordinator, with the assistance from the Data Processing consultant, from data supplied by the high school counselor.

## Career Days

In April the 2+2+2 Project at Imperial Valley College held two career days for the Project participants (See Appendix B). The "Business Festival" and the "Law Enforcement Festival" highlighted the academic year for both the Project staff and participants. A total of about 150 Project students were brought on campus and provided with career information on different areas within the articulated career areas.

The Project Coordinator working with the faculty consultants generated a list of possible candidates to present workshops at the festivals. The Project Coordinator assigned individual responsibilities to Project staff but was ultimately responsible for the logistics and planning of the two events. He handled all correspondence involved in arranging for workshop presenters. He was also responsible for reserving rooms, setting up schedule for the workshops, assigning students to workshops, designing and having festival T-shirts printed, and arranging lunch for all participants.

A closing session was scheduled at the conclusion of each festival where individuals and businesses providing man-hours and/or material assistance were recognized. During the closing session door prizes were given away, plaques and trophies earned in the day's competitions were awarded and competition winners recognized.

**Business Festival**

The Business Festival was held jointly with the Howard P. Meyer Scholarship Competition in which four $150 scholarships were awarded (See Appendix B). The faculty consultant from the Business Division was responsible for all scheduling and room reservations for these competitions. The faculty consultant solicited local businesses to incur the costs of providing award plaques to competition winners. The Project Director arranged with the Business faculty consultant to provide the high school Business Departments and counselors information packets regarding the business competitions well before the festival.

**Law Enforcement Festival**

A physical agility competition between all participating high schools was scheduled before lunch. The competition was coordinated by an officer from the El Centro Police Department. Teams of six individuals (3 men and 3 women) competed for a team trophy, provided by the 2+2+2 Project. The physical agility competition involved negotiating various obstacles, performing various exercises, and running a measured distance by the team members.

## B. Community Outreach

The 2+2+2 Project was represented in a consortium of local and state agencies on an employment task force for the Calipatria State Prison (See Appendix B). Initiated by Assemblyman Steve Peace the employment task force was charged with devising strategies for insuring significant numbers of Imperial County residents applied for positions at the Calipatria State prison site.

The 2+2+2 Project along with the State Department of Corrections and other local agencies sponsored job information and application workshops. The workshops were repeated several times at various locations throughout the county and served to generate a pool of applicants for these prison positions.

Efforts were also made to provide remediation of basic skills to applicants that were not successful in qualifying for the Corrections Officer position. An assessment of their basic skills was provided and a program of study was prescribed and administered to raise these basic skills.

# VI. SUPPORT SERVICES

## Counseling

Services to Project participants enrolled at Imperial Valley College were provided by two counselors. The Project counselors provided advisement in the Counseling Center at regularly scheduled hours and referred students with special needs to the respective program offering those services. Project participants were allowed to concurrently participate in EOPS, Transfer Center, and Student Support Services programs while at Imperial Valley College. The Project counselors periodically reviewed the files of these participants in other programs to ensure that they were making academic progress (See Appendix C).

Special inservice training was provided to Project counselors to adequately prepare them to meet the needs of student participants. Project counselors were thoroughly familiar with the Business and Law Enforcement curriculum. The counselors were also familiar with requirements in the world of works for employment in these areas.

## Work Experience Program

The 2+2+2 Project initiated a work experience program in law enforcement at Imperial Valley College for Project participants. The participants attended one lecture hour and participated in 10 hours of work experience each week. Work experience was provided at various local agencies ranging from city police departments to the County Probation Department.

A Work Experience Coordinator was contracted to supervise the Work Experience Program and provide the required one

hour of lecture. The Work Experience Coordinator structured the course to require that student participants develop a set goals they desired to achieve with the work experience. Progress toward these goals in the combined opinion of their site supervisor and the Work Experience Coordinator was the basis for their final grade. The Work Experience Coordinator conducted two visits to the work experience site to confer with the site supervisor and to check on the work conditions.

What is unique about the 2+2+2 Work Experience Program at Imperial Valley College is that the site placements were all provided by the Project itself. The program participants did not have to solicit work experience positions on their own. The Project counselors contacted all the local law enforcement agencies and arranged a work experience position for all interested participants.

# VII. PROJECT SUMMARY

As mentioned earlier, crucial to the operation of the Imperial Valley College 2+2+2 Project was a plan ensuring its appropriate and effective administration. Because of funding limitations the administrative, supervisory, and fiscal responsibilities for the 2+2+2 Project were assumed by the Transfer Center Director on a 50% basis. Functioning as the 2+2+2 Project Coordinator he had supervisory responsibility over seven faculty consultants, two Project counselors, six high school counselors, one data processing consultant, and various support staff. Coordinating the 2+2+2 Project on a part time basis proved challenging though not impossible and at times it demanded full time attention. A 50% Coordinator was the necessary tradeoff to offer a full array of services to Project participants and to achieve the Project's goals.

Indispensable to the 2+2+2 Project was a staff, contracted on an hourly basis, which consisted of faculty consultants, Project counselors, high school counselor liaisons, and a data processing consultant. Faculty consultants from Administration of Justice, Business, English, and Mathematics provided the expertise necessary in the articulation process. High school counselor liaisons identified potential participants, provided preliminary advising and helped publicize the Project within their districts. Project counselors provided career and academic advisement to participants enrolled at Imperial Valley College. The data processing consultant designed a monitoring and tracking database used to follow the progress of Project participants.

Articulated career education models as the 2+2+2 Project had three objectives to address (1) curriculum articulation (2) communication and outreach and (3) student support

services. The articulation model for Imperial Valley College first attempted to identify high school courses in the areas of Business and Law Enforcement that could be articulated as college equivalents. Courses identified for articulation were in Beginning Typing, Beginning Shorthand, and Bookkeeping. The 2+2+2 Project also directed its articulation efforts with each of the local high schools to English and math. Course outlines for English and math were reviewed by faculty consultants and high school departmental staff any revisions were mutually agreed upon. Because of the logistics and the number of people involved in the process the articulation in these areas must continue into the 1991-92 academic year. Complicating the situation was the fact the all the local high schools were in the process of revising their course outlines to meet new state requirements.

The 2+2+2 Project at Imperial Valley College implemented an outreach program based on high school counselors and faculty consultants. High school counselors were contracted in each district to identify potential participants and provide preliminary advisement. These liaison counselors also provided publicity and information about the Project inside their school districts. Faculty consultants in Business and Law Enforcement conducted outreach presentations at each of the high schools to publicize the Project and recruit potential participants. Developed especially for these outreach efforts were curriculum pathway brochures in Business Administration, Criminal Justice Administration, and Administration of Justice. The school specific brochures described the coursework necessary to advance to the segment in each of these career areas. The highlight of each academic year came in April when career information days were held

in Business and in Law Enforcement for up to 150 high school students. Representatives from state and local agencies and representatives from the private sector were invited to present career information to participating students.

Support Services to currently enrolled participants were provided at regularly scheduled hours by two Project counselors in the college counseling center. The Project counselors were thoroughly with the requirements for each of the career areas and monitored the progress of each participant toward their stated educational goals. Project participants also received a monthly counseling center newsletter providing them with important information, academic calendars, application deadlines, and available support services.

Although the goals of articulation were not fully completed during the Project the communication involved in the process greatly enhanced the relationship between the high schools and the community college. The articulation and the outreach models for the 2+2+2 Project proved so successful that the two will in fact be institutionalized and fully operationalized in the 1991-92 academic year. Support services for Project participants will be provided from by the matriculation component at Imperial Valley College or whichever special program the student is eligible for.

That the 2+2+2 Project achieved its primary goals is without question: An articulated career education program in Business and Law Enforcement was implemented with each of the local high schools; an effective outreach program publicizing the 2+2+2 Project to recruit student participants was successfully implemented; support services were provided to

Project participants currently enrolled at the college; a work experience component in the areas of Business and Law Enforcement was implemented; and advisory groups were involved to enhance and promote the institutionalization of the 2+2+2 Project.

# APPENDIX A

# ARTICULATION

# 2+2+2 PROJECT
## IMPERIAL VALLEY COLLEGE

## 2+2+2 ARTICULATION COMMITTEE

### Imperial Valley College

Dr. Hector Lopez, Vice-President of Counseling and Student Services
Ralph Marquez, 2+2+2 Project Coordinator
Dr. Fred Fisher, Chair English Division
Carol Hann, Professor, English
Greg Ponce, Instructor, Mathematics
Valerie Rodgers, Instructor, Business

### High School Component

**Brawley Union High School**
Davida Brown, English Chair
Robert Rhoades, Math Chair
Diane Rodriguez Romero, Counselor

**Calexico High School**
Thomas Smith, Math Chair
Juan Orduna, Instructor, Mathematics
Rene Rendon, Counselor

**Calipatria High School**
Gretchen Wendelin, English Chair
Bill Standiford, Instructor, English
Mary Love, Instructor, Mathematics
Jim Moss, Instructor, Matematics
Marisa Gates, Counselor

**Central High School**
Pat Kerigan, English Chair
Carl Hinshaw, Math Chair
Mary Zavala-Robledo, Counselor

**Imperial High School**
Margaret Drysdale, English Chair
Lori Harris, Math Chair
Janet McConnell, Counselor

**Holtville High School**
Andara MacDonald, English Chair
Linda Lacaze, Math Chair
Donna Schoneman, Counselor

**IMPERIAL VALLEY COLLEGE**
**2 + 2 + 2 PROJECT**
**ADVISORY COMMITTEE**
**1990-91**

| | |
|---|---|
| Brawley Union High School | Diane Rodriguez-Romero<br>Jim Grevatt (IVC District Counselor) |
| Calexico High School | Rene Rendon<br>Raul Aragon (IVC District Counselor) |
| Calipatria High School | Marisa Gates<br>Janeen Kalin (IVC EOPS Counselor) |
| Central Union High School | Mary Zavala-Robledo<br>Stella Orfanos (IVC District Counselor) |
| Holtville High School | Donna Schoneman<br>Ruth Cranley (IVC District Counselor) |
| Imperial High School | Janet McConnell<br>Ruth Cranley (IVC District Counselor) |

**********

| | |
|---|---|
| Faculty | Valerie Rodgers (Business)<br>Esther Granados (Business)<br>Gary Rodgers (Admin. of Justice)<br>Mary Kay Borchard (Admin. of Justice) |
| Articulation | Dr. Fred Fisher (English)<br>Carol Hann (English)<br>Greg Ponce (Math) |
| Data Processing | Tony Munguia |
| Data Assistant | Cynthia Silva |
| Work Experience Facilitator | Gary Rodgers |

**IMPERIAL VALLEY COLLEGE**
**COUNSELING CENTER**

**M E M O R A N D U M**

**TO:** Greg Ponce

**FROM:** Hector L. Lopez

**DATE:** October 11, 1990

**RE:** Articulation Meeting with Holtville High School (Math Department)

---

I have scheduled a Math Articulation Meeting on Friday, October 26, 1990, at 1:00 p.m. at Holtville High School.

We will be meeting in Mr. Harry Pierson's office. Lindy LaCaze, Math Department Chair, will also be meeting with us.

Meet me at my office at 12:30 p.m. and you can "hitch a ride" with me.

HLL:bs

IMPERIAL VALLEY COLLEGE
COUNSELING CENTER

M E M O R A N D U M

**TO:** Fred Fischer

**FROM:** Hector L. Lopez

**DATE:** October 11, 1990

**RE:** Articulation Meeting with Holtville High School (English Department)

---

I have scheduled a English Articulation Meeting on Wednesday, October 31, 1990, at 1:00 p.m. at Holtville High School.

We will be meeting in Mr. Harry Pierson's office. Andara McDonald, English Department Chair, will also be meeting with us.

Meet me at my office at 12:30 p.m. and you can "hitch a ride" with me.

HLL:bs

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

November 1, 1990

Mr. Harry Pearson
Principal
Holtville High School
755 Olive Avenue
Holtville, CA 92250

Dear Mr. Pearson:

I want to thank you for providing your time and assistance in making the first articulation meeting with Holtville High School and Imperial Valley College, in the areas of math and English, get off to a "great start."

It is our hope that these meetings will continue on a long-term basis.

Thank you again for your cooperation, and I look forward to our continued relationship in the area of articulation.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

November 1, 1990

Ms. Linda Lacaze
Math Department
Holtville High School
755 Olive Avenue
Holtville, CA 92250

Dear Ms. Lacaze:

I want to thank you for your time and assistance during our first math articulation meeting. It is our hope that these meetings will continue in order to better assist your students as they transition to our college.

Thank you again for your cooperation, and I look forward to continuing our math articulation endeavors.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs

1332

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

November 1, 1990

Ms. Andara MacDonald
English Department
Holtville High School
755 Olive Avenue
Holtville, CA 92250

Dear Ms. MacDonald:

I want to thank you for your time and assistance during our first English articulation meeting. It is our hope that these meetings will continue in order to better assist your students as they transition to our college.

Thank you again for your cooperation, and I look forward to continuing our English articulation endeavors.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs

IMPERIAL VALLEY COLLEGE
COUNSELING CENTER

M E M O R A N D U M

**TO:** Carol Hann

**FROM:** Hector L. Lopez

**DATE:** November 13, 1990

**RE:** English Articulation Meeting with Calipatria High School

---

The English Articulation Meeting with Calipatria High School is scheduled for Wednesday, December 5, 1990, at 2:45 p.m. We will be meeting with Ms. Pat Cook, Principal, Mr. Bill Standiford, English Instructor, Ms. Gretchen Wendelin, English Instructor, and Ms. Marisa Gates, Counselor.

Feel free to "hitch" a ride with me if you would like.

HLL:bs

**IMPERIAL VALLEY COLLEGE**
**COUNSELING CENTER**

**M E M O R A N D U M**

**TO:** Greg Ponce

**FROM:** Hector L. Lopez

**DATE:** November 13, 1990

**RE:** Math Articulation Meeting with Calipatria High School

---

The Math Articulation Meeting with Calipatria High School is scheduled for Tuesday, December 4, 1990, at 2:45 p.m. We will be meeting with Ms. Pat Cook, Principal, Mr. Jim Moss, Math Instructor, Ms. Mary Love, Math Instructor, and Ms. Marisa Gates, Counselor.

Feel free to "hitch" a ride with me if you would like.

HLL:bs

IMPERIAL VALLEY COLLEGE
COUNSELING CENTER

M E M O R A N D U M

**TO:** Carol Hann

**FROM:** Hector L. Lopez

**DATE:** November 14, 1990

**RE:** English Articulation Meeting with Imperial High School and Brawley Union High School

---

This memo is to remind you of the English Articulation Meeting with Imperial High School scheduled for Wednesday, November 28, 1990, at 3:15 p.m. We will be meeting with Ms. Margaret Drysdale, English Division Chair, and Mr. Dan Eddins, Principal.

We will also be attending an English Articulation Meeting at Brawley Union High School on Wednesday, December 12, 1990, at 2:30 p.m. with Ms. Davida Brown, English Division Chair.

HLL:bs

1492

IMPERIAL VALLEY COLLEGE
COUNSELING CENTER

M E M O R A N D U M

**TO:** Fred Fischer

**FROM:** Hector L. Lopez HLL

**DATE:** November 14, 1990

**RE:** English Articulation Meeting with Imperial High School and Brawley Union High School

---

The English Articulation Meeting with Imperial High School is scheduled for Wednesday, November 28, 1990, at 3:15 p.m. You will be meeting with Ms. Margaret Drysdale, English Division Chair, and Mr. Dan Eddins, Principal.

The English Articulation Meeting with Brawley Union High School is scheduled for Wednesday, December 12, 1990, at 2:30. You will be meeting with Ms. Davida Brown, English Division Chair.

Please send the Imperial Valley College course outlines to each of the Division Chairs at both Imperial High School and Brawley Union High School, as soon as possible, to allow them time to review prior to our meetings.

Thank you for your help.

HLL:bs

IMPERIAL VALLEY COLLEGE
COUNSELING CENTER

M E M O R A N D U M

**TO:** Greg Ponce

**FROM:** Hector L. Lopez

**DATE:** November 14, 1990

**RE:** Math Articulation Meeting with Brawley Union High School

---

The Math Articulation Meeting with Brawley Union High School is scheduled for Tuesday, December 11, 1990, at 2:30 p.m.

Feel free to "hitch" a ride with me if you would like.

HLL:bs

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

November 15, 1990

Mrs. Patricia Cook
Principal
Calipatria High School
601 West Main Street
Calipatria, CA 92233

Dear Pat:

Thank you for agreeing to help us facilitate our first articulation meeting in the areas of math and English between our institutions.

I have asked Dr. Fred Fischer to send you copies of the English writing course outlines that we want to discuss. In addition, I am sending you our math course outlines so that your Math Department Chair can have the opportunity to review them before the December 4 and December 5 meetings at your institution. We plan to be there at 2:45 p.m.

Mr. Greg Ponce, the math instructor representing our Math Department, has already reviewed your math course outlines that he obtained last school year. Mrs. Carol Hann, our English instructor, has also reviewed your senior level writing course outlines.

We look forward to meeting your team to begin these important discussions that ultimately will allow us to better serve our students.

Thank you very much for your support.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs
cc: Dr. John A. DePaoli, President, Imperial Valley College
Mr. James Hanks, Superintendent, Calipatria Unified

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

November 15, 1990

Mr. Dan Eddins
Principal
Imperial High School
517 West Barioni Boulevard
Imperial, CA 92251

Dear Dan:

Thank you for agreeing to help us facilitate our first articulation meeting in the area of English between our institutions.

Dr. Fred Fischer and Carol Hann will join Ralph Marquez at your institution on November 28, 1990 at 3:15 p.m. to begin our initial discussions in articulating your English writing courses with Imperial Valley College's.

I have asked Dr. Fischer to send you copies of the writing curriculum that we want to discuss so that Ms. Margaret Drysdale, English Division Chair, can have the opportunity to review them before the November 28, 1990 meeting at your institution. We plan to be there at 3:15 p.m.

We look forward to meeting your team to begin these important discussions that ultimately will allow us to better serve our students.

Thank you very much for your support.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs
cc: Dr. John A. DePaoli, President, Imperial Valley College
Mr. Frank Cranley, Superintendent, Imperial Unified
Ms. Margaret Drysdale, English Division Chair, Imperial High

1414

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

November 15, 1990

Ms. Theresa A. Daem
Assistant Superintendent
Brawley Union High School
480 North Imperial Avenue
Brawley, CA 92227

Dear Theresa:

I want to thank you for helping coordinate the articulation meetings that we have scheduled for December 11 and 12 in the areas of math and English.

Dr. Fred Fischer and Carol Hann will join Ralph Marquez and me at your institution on December 12, 1990 at 2:30 p.m. to begin our initial discussions in articulating your English writing courses with Imperial Valley College's.

I asked Dr. Fischer to send our course outlines and other pertinent material to Davida Brown, your English Division Chair, so that she will have the opportunity to review these before our meeting. We may need to ask for your help in retrieving additional writing course materials from your institution as the need arises.

In addition, on December 11, 1990, we will be joining your Math Division Chair, Mr. Robert Rhoades, for the math articulation meeting. We will also be submitting to Mr. Rhoades the various course outlines from our Beginning Algebra, Second Year Algebra, Advanced Algebra and Trigonometry (Pre-Calculus), and First Semester Calculus courses. Greg Ponce, the math instructor representing our Math Department, has already reviewed the various course outlines from your institution. Mr. Ponce is ready to provide his additional assessment at our first meeting.

I am looking forward to these very important articulation meetings that ultimately will assist both of our institutions in serving our students.

Thank you very much for your assistance.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs
cc: Dr. John A. DePaoli, Imperial Valley College President
Mr. Richard Fragale, Brawley Union High School Superintendent
Ms. Davida Brown, BUHS English Division Chair
Mr. Robert Rhoades, BUHS Math Division Chair

1 of 2

# IMPERIAL VALLEY COLLEGE

P.O. Box 158, Imperial, California 92251
(619) 352-8320

November 15, 1990

Mr. Robert Rhoades
Math Division Chair
Brawley Union High School
480 North Imperial Avenue
Brawley, CA 92227

Dear Mr. Rhoades:

Attached please find copies of our math course outlines that we will be discussing at our December 11, 1990 meeting. Your contact person at Imperial Valley College, should you have any questions, will be Mr. Greg Ponce.

I am looking forward to meeting with you at our first articulation meeting between our institutions in the area of math.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

December 13, 1990

Ms. Patricia Cook
Principal
Calipatria High School
601 West Main Street
Calipatria, CA 92227

Dear Pat:

I want to thank you for providing your time and assistance in making the first articulation meeting with Calipatria High School and Imperial Valley College, in the areas of math and English, get off to a "great start."

It is our hope that these meetings will continue on a long-term basis.

Thank you again for your cooperation, and I look forward to our continued relationship in the area of articulation.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs
cc: Jim Hanks, Superintendent

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

December 13, 1990

Ms. Theresa Daem
Assistant Superintendent
Brawley Union High School
480 North Imperial Avenue
Brawley, CA 92227

Dear Theresa:

I want to thank you for providing your time and assistance in making the first articulation meeting with Brawley Union High School and Imperial Valley College, in the areas of math and English, get off to a "great start."

It is our hope that these meetings will continue on a long-term basis.

Thank you again for your cooperation, and I look forward to our continued relationship in the area of articulation.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs
cc: Richard Fragale, Superintendent

IMPERIAL VALLEY COLLEGE

M E M O R A N D U M

1 - 87

**TO:** Ralph Marquez, 2+2+2 Coordinator

**FROM:** Gregorio Ponce, Mathematics Department G. Ponce

**DATE:** January 14, 1991

**RE:** Articulation Project, Brawley

---

On December 11, 1990, Dr. Hector Lopez, you and myself met with Teresa Daem and the Mathematics Department from Brawley Union High School to discuss the potential of creating articulation agreements in mathematics between our schools.

Our meeting began with Dr. Lopez giving a brief introduction about articulation. Here, he discussed the present process that exists between Universities and Community Colleges, and the need for creating a similar process between Imperial Valley College and Brawley Union High School.

There were four math coursés that we considered: Algebra I, Algebra II, Pre-calculus and Calculus. Here we reviewed and compared outlines for each course. Textbooks presently in use by the school were also reviewed.

I now discuss the results and projected goals for each course:

| | |
|---|---|
| Algebra I: | A new course outline will be submitted in the near future for our consideration. I will review the outline upon arrival. |
| Algebra II: | A new course outline will be submitted for our consideration. I will review the outline upon arrival. |
| Pre-Calculus: | A new course outline will be submitted by Brawley. I will review the outline and contact them if needed. |
| Calculus: | A course outline was submitted for consideration. I will review the outline. |

From our discussion, I am confident that articulation agreements can be finalized in the future.

GP:bs

IMPERIAL VALLEY COLLEGE

M E M O R A N D U M

TO: Ralph Marquez, 2+2+2 Coordinator

FROM: Gregorio Ponce, Mathematics Department G. Ponce

DATE: January 14, 1991

RE: Articulation Project, Calipatria

---

On December 12, 1990, Dr. Hector Lopez, you and myself met with with Jim Moss, Marisa Gates, Mary Love, Jim Hanks, and Pat Cook from Calipatria High School to discuss the potential of creating articulation agreements in mathematics between our schools.

Our meeting began with Dr. Lopez giving a brief introduction about articulation. Here, he discussed about the present process that exists between Universities and Community Colleges, and the need for creating a similar process between Imperial Valley College and Calipatria High School.

There were four math courses that we considered: Algebra I, Algebra II, and Pre-calculus. Here we reviewed and compared outlines for each course. Textbooks presently in use by the school were also reviewed.

I now discuss the results and projected goals for each course:

Algebra I: A new course outline has been submitted reflecting the agreed upon changes. I will review them and, if needed, will meet again with Calipatria High School.

Algebra II: A new course outline will be submitted. The major addition will be an addition of a section titled, Systems of Equations. I will review the outline upon arrival.

Pre-Calculus: A new course outline has been submitted by Calipatria. I will review the outline and contact them if needed.

From our discussion, I am confident that articulations agreements can be finalized in the near future.

GP:bs

IMPERIAL VALLEY COLLEGE

M E M O R A N D U M

1488

**TO:** Ralph Marquez, 2+2+2 Coordinator

**FROM:** Gregorio Ponce, Mathematics Department G Ponce

**DATE:** January 14, 1991

**RE:** Articulation Project, Holtville

---

On September 9, 1990, Dr. Hector Lopez, you and myself met with Harry Pearson, Linda Lacaze, and Donna Schoneman from Holtville High School to discuss the potential of creating articulation agreements in mathematics between our schools.

Our meeting began with Dr. Lopez giving a brief introduction about articulation. Here, he discussed about the present process that exists between Universities and Community Colleges, and the need for creating a similar process between Imperial Valley College and Holtville High School.

There were four math courses that we considered: Algebra I, Algebra II, Pre-calculus and Calculus. We reviewed and considered outlines for each course. Textbooks presently in use by the school were also reviewed.

I now discuss the results and projected goals for each course:

| | |
|---|---|
| Algebra I: | A 2-year course outline for this area was submitted. A new course outline for the normal one year course will be submitted reflecting the agreed upon changes. I will review these outlines, and we will be meeting again to discuss their content. |
| Algebra II: | A new course outline will be submitted for our consideration. I will review the outline upon arrival. |
| Pre-calculus: | A new course outline will be submitted by Holtville. I will review the outline and contact them if needed. |
| Calculus: | A course outline was submitted for consideration. I will review the outline. |

From our discussion, I am confident that articulation agreements can be finalized in the near future.

GP:bs

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

February 13, 1991

Mrs. Barbara Oswalt
Assistant Principal of
Pupil Personnel/Curriculum
Central Union High School
1001 Brighton Avenue
El Centro, CA 92243

Dear Mrs. Oswalt:

Thank you for agreeing to facilitate our first articulation meeting in the areas of English and math between our institutions.

The English writing team will consist of Dr. Fred Fischer, the English Division Chair, and Carol Hann, a member of the English Writing Department. I asked them for their meeting day preferences and these are as follows:

**1st choice: Wednesdays, 2 p.m.**
**2nd choice: Wednesdays, 3:15 p.m.**
**3rd choice: Tuesdays or Thursdays, 2:30 p.m.**

I have asked Dr. Fischer to send you copies of the English writing course outlines and the Course Articulation Worksheet that we will be discussing. Carol Hann has reviewed your school's writing outlines, and she will be able to provide comments regarding these at our meeting.

Mr. Greg Ponce, the instructor representing our Math Department, has reviewed the math course outlines from your school which he received last year. Mr. Ponce will be available to meet with your math chair and math instructors on the following:

**1st choice: Tuesdays, 2:30 p.m.**
**2nd choice: Fridays, 1 p.m.**
**3rd choice: Tuesdays, 3:15 p.m.**

Please indicate the date and hour that Mrs. Pat Kerrigan and other English instructors can meet with Dr. Fischer and Carol Hann, and the date and hour that Mr. Carl Hinshaw and other math instructors can meet with Mr. Ponce.

Ralph Marquez and I will also accompany our English Division team and our Math Division team to your school.

Our meetings with the other high schools have been extremely productive and we look forward to achieving the same results at your school. These articulation meetings will allow us to share information relating to English writing courses and math courses that are similar in content and taught at each of our institutions. It will also allow your school to clarify any concerns or ask questions about our placement procedures in both our English and math areas.

Thank you very much for your support and help.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs
cc: Dr. John DePaoli, President, Imperial Valley College
Mr. Joe Maruca, Principal, Central Union High School
Ms. Pat Kerrigan, English Chair, Central Union High School
Mr. Carl Hinshaw, Math Chair, Central Union High School

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

March 5, 1991

Dear Ms. Davida Brown:

As you are aware, the graduating students from your high school may be placed in the appropriate English class at IVC with greater ease and accuracy if we are able to ascertain the types of skills and subsequent competency demonstrated in the high school experience.

The attached worksheets will allow the IVC English Division and others to determine which English courses at your high school offer similar types of skills and verifiable mastery.

We are requesting for each course submitted for articulation that you state objectives, method of testing, and standards for mastery of the skills, enumerated by Roman numerals I-IV on the worksheet. We are attempting to match key objectives and content in our basic skills courses with similar objectives and content in high school English courses. If additional information beyond the IVC course outlines and sequence diagram is needed, feel free to contact me anytime at 352-8320, ext. 223.

Mr. Ralph Marquez, 2+2+2 Project Director, will pick up the completed worksheets from Dr. Theresa Daem's office on April 10th. Dr. Hector Lopez, Vice President of Counseling Services, will arrange future meetings to continue our progress on articulated courses between Brawley Union High School and Imperial Valley College.

Sincerely,

Fred H. Fischer

Fred H. Fischer, Ed.D.
Chair., IVC English Division

cc: Dr. Theresa Daem
Mr. Ralph Marquez
Dr. Hector Lopez

ctc

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

March 5, 1991

Dear Ms. Margaret Drysdale:

As you are aware, the graduating students from your high school may be placed in the appropriate English class at IVC with greater ease and accuracy if we are able to ascertain the types of skills and subsequent competency demonstrated in the high school experience.

The attached worksheets will allow the IVC English Division and others to determine which English courses at your high school offer similar types of skills and verifiable mastery.

We are requesting for each course submitted for articulation that you state objectives, method of testing, and standards for mastery of the skills, enumerated by Roman numerals I-IV on the worksheet. We are attempting to match key objectives and content in our basic skills courses with similar objectives and content in high school English courses. If additional information beyond the IVC course outlines and sequence diagram is needed, feel free to contact me anytime at 352-8320, ext. 223.

Mr. Ralph Marquez, 2+2+2 Project Director, will pick up the completed worksheets from Mr. Dan Edins's office on March 27th. Dr. Hector Lopez, Vice President of Counseling Services, will arrange future meetings to continue our progress on articulated courses between Imperial High School and Imperial Valley College.

Sincerely,

Fred H. Fischer, Ed.D.
Chair., IVC English Division

cc: Mr. Dan Edins
Mr. Ralph Marquez
Dr. Hector Lopez

ctc

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

March 5, 1991

Dear Ms. Andara Macdonald:

As you are aware, the graduating students from your high school may be placed in the appropriate English class at IVC with greater ease and accuracy if we are able to ascertain the types of skills and subsequent competency demonstrated in the high school experience.

The attached worksheets will allow the IVC English Division and others to determine which English courses at your high school offer similar types of skills and verifiable mastery.

We are requesting for each course submitted for articulation that you state objectives, method of testing, and standards for mastery of the skills, enumerated by Roman numerals I-IV on the worksheet. We are attempting to match key objectives and content in our basic skills courses with similar objectives and content in high school English courses. If additional information beyond the IVC course outlines and sequence diagram is needed, feel free to contact me anytime at 352-8320, ext. 223.

Mr. Ralph Marquez, 2+2+2 Project Director, will pick up the completed worksheets from Mr. Harry Pearson's office on March 27th. Dr. Hector Lopez, Vice President of Counseling Services, will arrange future meetings to continue our progress on articulated courses between Holtville High School and Imperial Valley College.

Sincerely,

Fred H. Fischer

Fred H. Fischer, Ed.D.
Chair., IVC English Division

cc: Mr. Harry Pearson
Mr. Ralph Marquez
Dr. Hector Lopez

ctc

IMPERIAL VALLEY COLLEGE
P.O. Box 158, Imperial, California 92251
(619) 352-8320

March 5, 1991

Dear Ms. Gretchen Wendelin:

As you are aware, the graduating students from your high school may be placed in the appropriate English class at IVC with greater ease and accuracy if we are able to ascertain the types of skills and subsequent competency demonstrated in the high school experience.

The attached worksheets will allow the IVC English Division and others to determine which English courses at your high school offer similar types of skills and verifiable mastery.

We are requesting for each course submitted for articulation that you state objectives, method of testing, and standards for mastery of the skills, enumerated by Roman numerals I-IV on the worksheet. We are attempting to match key objectives and content in our basic skills courses with similar objectives and content in high school English courses. If additional information beyond the IVC course outlines and sequence diagram is needed, feel free to contact me anytime at 352-8320, ext. 223.

Mr. Ralph Marquez, 2+2+2 Project Director, will pick up the completed worksheets from Mrs. Patricia Cook's office on March 27th. Dr. Hector Lopez, Vice President of Counseling Services, will arrange future meetings to continue our progress on articulated courses between Calipatria High School and Imperial Valley College.

Sincerely,

Fred H. Fischer

Fred H. Fischer, Ed.D.
Chair., IVC English Division

cc: Mrs. Patricia Cook
Mr. Ralph Marquez
Dr. Hector Lopez

ctc

2 + 2 + 2 PROJECT
IMPERIAL VALLEY COLLEGE
P.O. Box 158,
Imperial, CA 92251-0158 (619) 352-8320 Ext. 273

March 8, 1991

Mrs. Patricia Cook, Principal
Calipatria High School
601 West Main Street
Calipatria, CA 92233

Dear Mrs. Cook:

Thank you once again for helping facilitate the first meeting between our Math Departments on December 12, 1990. The meeting was most productive and should serve as an ideal model for further dialogue between our two institutions.

At the December 12th meeting, the course outlines and textbooks of three Calipatria High School math courses (Algebra I, Algebra II, and Pre-Calculus) were reviewed and discussed by Ms. Mary Love, Mr. Jim Moss and Mr. Greg Ponce. The results and projected goals from this initial meeting are as follows:

| | |
|---|---|
| Algebra I: | A new course outline reflecting changes mutually agreed upon has been submitted by Calipatria High School and is presently under review by the Math Department at IVC. |
| Algebra II: | A new course outline reflecting the major addition of section titled Systems of Equations will be submitted by Calipatria High School for review by both Math Departments. |
| Pre-Calculus: | A new course outline has been submitted by Calipatria High School and is presently under review by the Math Department at IVC. |

The timeline agreed for completing these tasks was early spring (last week in February to the first week in March).

I will be contacting Mr. Ponce, Ms. Love and Mr. Moss on their progress towards these goals. Shortly after, I will ask for your assistance in arranging our second meeting.

Sincerely,

Ralph Marquez
2+2+2 Project Coordinator

RM:nr
CC: Hector L. Lopez, Vice-President for Counseling and Student Services, IVC
Jim Pendley, Science/Math/Engineering Division Chair, IVC
Greg Ponce, Instructor, Mathematics, IVC
Mary Love, Instructor, Mathematics, CHS
Jim Moss, Instructor, Mathematics, CHS
Marisa Gates, Counselor, CHS

2 + 2 + 2 PROJECT
IMPERIAL VALLEY COLLEGE
P.O. Box 158,
Imperial, CA 92251-0158 (619) 352-8320 Ext. 273

March 8, 1991

Ms. Theresa Daem
Assistant Superintendent
Brawley Union High School
480 N. Imperial Avenue
Brawley, CA 92227

Dear Ms. Daem:

Thank you once again for helping facilitate the first meeting between our Math Departments on December 11, 1990. The meeting was most productive and should serve as an ideal model for further dialogue between our two institutions.

At the December 11th meeting, the course outlines and textbooks of four Brawley Union High School math courses (Algebra I, Algebra II, Pre-Calculus, and Calculus) were reviewed and discussed by your Math Department and Mr. Greg Ponce. The results and projected goals from this initial meeting are as follows:

| | |
|---|---|
| Algebra I: | A new course outline will be submitted by Brawley Union High School for review by both Math Departments. |
| Algebra II: | A new course outline will be submitted by Brawley Union High School for review by both Math Departments. |
| Pre-Calculus: | A new course outline will be submitted by Brawley Union High School for review by both Math Departments. |
| Calculus: | A course outline was submitted by Brawley Union high School and is presently under review by the Math Department at IVC. |

The timeline agreed for completing these tasks was early spring (last week in February to the first week in March).

I will be contacting Mr. Ponce and Mr. Rhoades on their progress towards these goals. Shortly after, I will ask for your assistance in arranging our second meeting.

Sincerely,

Ralph Marquez

Ralph Marquez
2+2+2 Project Coordinator

CC: Hector L. Lopez, Vice-President for Counseling and Student Services, IVC
Jim Pendley, Science/Math/Engineering Division Chair, IVC
Greg Ponce, Instructor, Mathematics, IVC
Robert Rhoades, Math Division Chair, BUHS
Diane Rodriguez Romero, Counselor, BUHS

2 + 2 + 2 PROJECT
IMPERIAL VALLEY COLLEGE
P.O. Box 158,
Imperial, CA 92251-0158 (619) 352-8320 Ext. 273

March 8, 1991

Mr. Henry Pearson, Principal
Holtville High School
621 East Sixth Street
Holtville, CA 92250

Dear Mr. Pearson:

Thank you once again for helping facilitate the first meeting between our Math Departments on September 9, 1990. The meeting was most productive and should serve as an ideal model for further dialogue between our two institutions.

At the September 9th meeting, the course outlines and textbooks of four Holtville High School math courses (Algebra I, Algebra II, Pre-Calculus, and Calculus) were reviewed and discussed by Ms. Linda Lacaze and Mr. Greg Ponce. The results and projected goals of this initial meeting are as follows:

| | |
|---|---|
| Algebra I: | A new one year course outline, condensed from two years and reflecting mutually agreed upon changes, will be re-submitted by Holtville High School for review by both Math Departments. |
| Algebra II: | A new course outline will be submitted by Holtville High School for review by both Math Departments. |
| Pre-Calculus: | A new course outline will be submitted by Holtville High School for review by both Math Departments. |
| Calculus: | A course outline was submitted by Holtville High School and is presently under review by the Math Department at IVC. |

The timeline agreed for completing these tasks was early spring (last week in February to the first week in March).

I will be contacting Mr. Ponce and Ms. Lacaze on their progress towards these goals. Shortly after, I will ask for your assistance in arranging our second meeting.

Sincerely,

Ralph Marquez
2+2+2 Project Coordinator

CC: Hector L. Lopez, Vice-President for Counseling and Student Services, IVC
Jim Pendley, Science/Math/Engineering Division Chair, IVC
Greg Ponce, Instructor, Mathematics, IVC
Linda Lacaze, Instructor, Mathematics, HHS
Donna Schoneman, Counselor, HHS

Imperial Valley College

# MEMORANDUM

## English Division

**To:** Mr. Garth Isom, Principal
Mr. Harry Hautakoski, English Dept. Chair.

**Date:** April 12, 1991

**From:** Fred Fischer, Chair.

**Subject:** Articulation of English Courses

I am looking forward to meeting with you and members of the Calexico High School English Department to begin discussions about articulation between our respective institutions. I have enclosed writing course outlines, which I trust will be helpful in preparing for our meeting scheduled on Wednesday, April 24, at 2:30 p.m. Additionally, you will find two oversized pages delineating the scope of our writing sequence, English 1A through English 4B. These documents should help acquaint your staff with our writing curriculum.

At this first meeting we hope to briefly describe and clarify the concept of using a student's high school record in English courses as an additional criterion for placement in the English curriculum at Imperial Valley College.

If I can be of further assistance prior to our meeting, please feel free to contact me at 352-8320, ext. 223.

cc: Mr. Ralph Marquez
Dr. Hector Lopez

## COLLEGE CREDIT FOR HIGH SCHOOL COURSES

**POLICY:** Imperial Valley College grants credit toward the associate degree for completion of certain specific high school courses which have been articulated with IVC courses. Imperial Valley College credit is granted for those high school courses only when:

1. The high school course has been completed with at least a "B" grade.

2. The next, higher level course is completed at IVC with at least a "C" grade.

**PROCEDURE:** Students who intend to participate in this program should make the necessary arrangements at their high schools. Contracts are available through the counseling centers at high schools and at Imperial Valley College. A copy of the completed contract should be filed at the student's high school, and a copy forwarded to the Registrar's office at Imperial Valley College.

## ARTICULATED COURSES

| IVC | BRAWLEY | CALEXICO | CALIPATRIA | CENTRAL | HOLTVILLE | IMPERIAL |
|---|---|---|---|---|---|---|
| Bus 20 Beg Typing | Typing I | Typing I | Keyboarding 1 | Typing 1 | KIK | Typing 1/ Typing 2 |
| Bus 31A Shorthand Theory and Speedbuilding | Shorthand 1 | Shorthand 1 | | | | |
| Bus 10 Bookkeeping | Accounting 1 | Accounting | Computerized Accounting | Accounting 1/ Recordkeeping | Computerized Accounting | Bookkeeping |

(Students will receive credit for the IVC course listed on the grid if they complete the next level course successfully. These courses are: Proficiency - Exit Typewriting (Bus 21AC), Practical Bookkeeping (Bus 10B), and Shorthand Theory Speedbuilding (Bus 31B)

## ADVANCED PLACEMENT CREDIT

**POLICY:** Imperial Valley College grants credit toward its associate degrees for successful completion of examinations of the Advanced Placement Program of The College Board. Students who present scores of three or better will be granted 3 to 10 semester units of college credit per area of examination.
**PROCEDURE:** High school students who intend to take examinations in this program should make the necessary arrangements with their high schools and should indicate at the time they take the Advanced Placement Examinations that their test scores be sent to Imperial Valley College. To obtain credit for Advanced Placement Examinations, the student should contact the Registrar's Office.

The chart below indicates the score necessary, the units earned, and the course equivalents for each of the examinations for which credit is offered.

| Examinations | Score | Credit Allowed Toward Degree | IVC Equivalents |
|---|---|---|---|
| Art History | 3,4,5 | 6 semester units | Art 3A & 3B |
| Art Studio | | | |
| General | 3,4,5 | 6 semester units | Art 20A & 22A |
| General and Drawing | 3,4,5 | 6 semester units | Art 20B & 22B |
| Biology | 3,4,5 | 4 semester units | Biology 3 |
| Chemistry | 3,4,5 | 10 semester units | Chem 1A & 1B |
| Computer Science | 3,4,5 | 3 semester units | Math 5B |
| Economics | | | |
| Macro | 3,4,5 | 3 semester units | Econ 1 |
| Micro | 3,4,5 | 3 semester units | Econ 2 |
| English | | | |
| Lang. and Comp. | 3,4,5 | 3 semester units | Eng. 1A & 50 |
| Comp. and Lit. | 3,4,5 | 3 semester units | Eng. 1A & 1B |
| French Language | 3 | 10 semester units | French 1 & 2 |
| | 4,5 | 8 semester units | French 3 & 4 |
| History | | | |
| American | 3,4,5 | 6 semester units | Hist 17A & 17B |
| European | 3,4,5 | 6 semester units | Hist 4A & 4B |
| Mathematics | | | |
| Calculus AB | 3,4,5 | 5 semester units | Math 3A |
| Calculus BC | 3,4,5 | 10 semester units | Math 3A & 3B |
| Music | 3,4,5 | 6 semester units | Music 8A & 9A and Music 8B & 9B |
| Physics | | | |
| B | 3,4,5 | 10 semester units | Physics 4A & 4B |
| C (Mechanics) | 3,4,5 | 5 semester units | Physics 4A |
| C (Elec. & Mag.) | 3,4,5 | 5 semester units | Physics 4B |
| Political Science | | | |
| Govt./Politics Am. | 3,4,5 | 6 semester units | Poly Sci 1 & 2 |
| Govt./Politics Am. & Comparative | 3,4,5 | 3 semester units | Poly Sci 3 |
| Spanish Language | 3 | 8 semester units | Spanish 3 or 20A and Spanish 23 |
| | 4,5 | 5 semester units | Spanish 4 or 20B |

**CONDITIONS:**
1. Credit may not be earned at Imperial Valley College for courses which duplicate credit already allowed for Advanced Placement Examinations as listed under Imperial Valley College Course Equivalents.
2. Credit granted by Imperial Valley College will be posted on the student's permanent record.
3. Although Imperial Valley College grants credit for Advanced Placement Examinations there is no guarantee your transfer institution will do the same.

Compiled by Shirley Jones & Norma Nunez

4/15/91

# 90-1

SAN DIEGO STATE UNIVERSITY ARTICULATION TABLE FOR SAN DIEGO COUNTY COMMUNITY COLLEGES
BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS
SHORT VERSION - ONLY THOSE COURSES THAT HAVE BEEN ARTICULATED ARE IDENTIFIED
PREPARED BY CAROL CLIMIE, SDSU ARTICULATION COORDINATOR
OCTOBER 1990

NOTE: (1) THE SDSU PORTION OF THIS ARTICULATION TABLE IS COMPOSED OF THE MAJORITY OF SDSU'S LOWER DIVISON COURSES AS PRESENTED THE 1990-91 GENERAL CATALOG. (2) SDSU WILL CURRENTLY NOT ARTICULATE COURSES IN THE FOLLOWING AREAS: AEROSPACE STUDIES, GENERAL STUDIES, MILITARY SCIENCE, NAVAL SCIENCE, AND SOCIAL SCIENCES. (3) SDSU COURSES NUMBERED 296 OR 299 ARE NOT IDENTIFIED IN THIS TABLE SINCE THEY ARE "EXPERIMENTAL TOPICS" COURSES. ARTICULATIONS WITH THESE TYPES OF COURSES ARE NOT APPROPRIATE.

KEY

| | | | | | |
|---|---|---|---|---|---|
| . | = | Indicates additions and/or changes. | .$ | = | Restricted to Liberal Studies - elementary teaching - students only. |
| (D) | = | Denied - Not acceptable as comparable or equivalent to an SDSU course. | .+ | = | Acceptable for the Fall 1990 semester only. |
| NE | = | No comparable/equivalent course articulation established. | ## | = | Acceptable only if equivalents to PSY 101 & SOC 101 are taken prior to enrollment at SDSU. |
| NC | = | New course as of the 1990-91 General Catalog. | @ | = | Will substitute for 9 units of 200-level course work. Courses to be determined by examination. |
| [] | = | Transfer course(s) acceptable "in lieu of" SDSU course(s). | ** | = | Not valid for foreign language graduation requirement. |
| * | = | Sequence/courses must be completed at institution offering courses. | @@ | = | Will substitute for 3 units of 200-level course work. Courses to be determined by examination. |
| .# | = | Acceptable for the 1990-91 and 1991-92 academic years only. | ZZ | = | TV (Telecourse) course not acceptable. |
| % | = | Transfer Music majors or minors will be subject to placement examinations and/or auditions regardless of course work completed at other institutions. | $$ | = | Maximum credit four units. |
| ++ | = | SDCCD - Courses offered at all campuses unless noted: C = City, M = Mesa, MIR = Miramar | $$$ | = | Maximum credit three units. |
| ? | = | Will substitute for 10 units of 200-level course work. Courses to be determined by examination. | && | = | Two (2.0) units required. |
| | | | • | = | New course numbers for 1990-91. No change in course content. |

| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | •MIRA COSTA | •PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| ACCTG 201 | (D)BUS 120 | (D)BUS 120 | (D)BUS 1A | NE | *ACCT 100 & 101 | ACCT 116A | ACCT 101 |
| ACCTG 202 | BUS 121 | BUS 121 | BUS 1B | NE | ACCT 102 | ACCT 116B | ACCT 102 |
| ACCTG 201 & 202 | *BUS 120 & 121 | *BUS 120 & 121 | *BUS 1A & 1B | *[]BUS 201 & 202 | *ACCT 100 & 101 & 102 | See Above | *ACCT 101 & 102 |
| AFROS 102 | NE | NE | NE | NE | AS 100 | BLAS 117 (C,M) | NE |
| AFROS 140 | NE | (D)666/SPCH 144 | NE | NE | NE | NE | NE |
| AFROS 170A | NE | CCS 140 | NE | HIST 145A | AS 101 | BLAS 140A | AFRO/HIST 110 |
| AFROS 170B | NE | CCS 141 | NE | HIST 146B | AS 102 | BLAS 140B | AFRO/HIST 111 |
| AFROS 180 | NE | NE | NE | NE | NE | BLAS 120 (C,M) | NE |
| AFROS 221 | NE | NE | NE | NE | NE | BLAS 135 (C,M) | NE |
| AFROS 231 | NE | NE | NE | NE | AS 120 | BLAS 115 (C,M) | NE |
| AFROS 232 | NE | NE | NE | NE | NE | BLAS 115 (C,M) | NE |
| AFROS 250 | NE | NE | NE | NE | NE | BLAS 104 (C,M) | NE |
| AFROS 260 | NE | CCS 142 | NE | NE | NE | BLAS 155 (C,M) | NE |
| AFROS 286 | NE | NE | NE | MATH 103 | PSY/SOC 205 | MATH 117 | NE |
| AMIND 110 | NE | CCS 130 OR 131 | NE | NE | NE | NE | NE |
| AMIND 200 | NE | NE | NE | NE | AIS 145 | NE | NE |
| AMIND 265 | NE | CCS 134 | NE | NE | NE | NE | NE |
| ANTH 201 | NE | NE | NE | HUMN 250 OR [] HUMN 251 | ANS 100 | NE | NE |
| ANTH 101 | ANTH 130 | ANTH 130 | ANTH 1 | ANTH 101 | ANTH 100 | ANTH 102 | ANTH 101 |
| ANTH 102 | ANTH 120 | ANTH 120 | ANTH 2 | ANTH 102 | ANTH 105 | ANTH 103 | ANTH 102 |
| ART 100 | ART 124 | ART 124 | ART 20A | ART 100 | ART 102 | ARTF 155A | ART 100 |
| ART 101 | ART 120 | ART 120 | ART 22A | ART 101 | ART 104 | ARTF 150A OR 150B | ART 101 |
| ART 102 | ARCHG 120 OR ART 125 | ART 125 | ART 20B | ART 102 | ART 103 | ARTF 155B | ART 102 |
| ART 103 | ART 129 | ART 129 | ART 22B | ART 103 | ART 105 | ARTF 151 | ART 103 |

| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | *MIRA COSTA | *PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| ART 148 | (D)~~GA 120~~ | (D)~~FA6S 174~~ | NE | NE | NE | NE | NE |
| ART 157 | NE | NE | ~~ART 30A & 30B~~ | ART 157 | ART 100 | ARTF 100 | ART 104 |
| ART 158 | NE | ART 142 | NE | ART 158 | NE | ARTF 115; OR 113 OR 120 (M,MIR) | ART 153 |
| ART 203 | ART 230 | ART 230 | ART 25A OR 25B | ART 203 | ART 120 OR 121 | ARTF 210A OR 210B OR 210C | ART 105 OR 106 |
| ART 204 | ART 121 OR 220 | ART 121 OR 220 | ART 21A OR 21B | ART 204 | ART 220 OR 221 | ARTF 165A OR 165B OR 165C OR 165D | ART 107 OR 108 |
| ART 205 | ART 135 & 235 | NE | ART 18A OR 18B | ART 205 | ART 235 OR 236 | ARTF 166A OR 166B; OR 166C (M,MIR) | NE |
| ART 210 | NE | NE | NE | ART 210 | ART 130 OR 131 | ARTF 198A OR 198B OR 198C (M,MIR) | ART 116 OR 117 |
| ART 216 | NE | ART 1[illegible] OR 229 | NE | ART 216B | ART 260 OR 261 | ARTF 175A OR 175B OR 175C | ART 110 OR 111 |
| ART 217 | NE | NE | ~~ART 24A OR 24B~~ | ART 217 | NE | ARTF 220A OR 220B OR 220C (M) | NE |
| ART 220 | NE | NE | NE | NE | ART 145 OR 146 | ARTF 170A OR 170B 170C | ~~ART 180 OR 181~~ |
| ART 225 | NE | ART 126 OR 127 | ART 23A OR 23B OR 23C | ART 225 | ART 135 OR 136 | ARTF 195A OR 195B OR 195C OR 195D (C,M) | ART 170 OR 171 |
| ART 231 | NE | ART 131 | NE | NE | ART 150 OR 151 | ARTF 180A (M,MIR); OR 180B OR 180C OR 180D (M) | ART 185 OR 186 |
| ART 234 | NE | NE | NE | NE | NE | ARTF 160A (M,MIR); OR 160B OR C (M) | ART 184 |
| ART 240 | []CA 110 | NE | GA 22 | NE | GC 120 | GRAP 115 (C) | ~~ART 163~~ |
| ART 241 | CA 110 | NE | GA 10 | NE | ART 111 | ARTF 150B; OR ARTC 130 (C) | ART 160 OR 161 |
| ART 242 | (D)~~GA 225~~ | NE | NE | NE | []ART 210 | NE | NE |
| ART 243 | (D)~~FSI 210~~ | NE | GA 11 OR 12 | NE | ART 112 | ARTC 140 (C) | ART 161 OR 162 |
| ART 247 | ARCHG 111 | FCS 175 | NE | NE | NE | INTE 105 (M) | ART 140 |
| ART 258 | ART 140 | ART 140 | ART 3A | ART 258 | ART 165 | ARTF 110 | ART 150 |
| ART 259 | ART 141 | ART 141 | ART 3B | ART 259 | ART 166 | ARTF 111 | ART 151 |
| ART 263 | NE | []ART 142 | NE | NE | NE | NE | NE |
| ASIAN 105 | NE | NE | NE | ASIAN 105 | NE | NE | NE |
| ASIAN 107 | NE | NE | NE | ASIAN 107 | NE | NE | NE |
| ASTR 101 | ASTR 110 | ASTR 110 | ASTR 21 | ASTR 101 | ASTR 100 | ASTR 101 | ASTR 100 |
| ASTR 109 | ASTR 112 | ASTR 112 | NE | NE | ASTR 105L | ASTR 109; OR 111 (M,MIR) | ASTR 101 |
| ASTR 112 | NE | NE | NE | NE | ASTR 110 | NE | NE |
| BIOL 100 | BIOL 130 | See Below | See Below | See Below | BIOL 101 | BIOL 105 | BIOL 100 |
| BIOL 100L | BIOL 131 | See Below | See Below | See Below | BIOL 101L | BIOL 106 | BIOL 101 |
| BIOL 100 & 100L | See Above | BIOL 120 | BIOL 3 | BIO 101 & 101L | BIOL 100 | BIOL 104 OR 105 & 106 | See Above |
| BIOL 110 | NE | NE | See Below | NE | ZOO 101 | NE | BIOL 130 |
| BIOL 110L | NE | NE | See Below | NE | ZOO 101L | NE | BIOL 131 |
| BIOL 110 & 110L | NE | NE | ZOOL 1A OR 1B | NE | See Above | NE | See Above |
| BIOL 120 | NE | See Below | See Below | See Below | NE | See Below | See Below |
| BIOL 120L | NE | See Below | See Below | See Below | NE | See Below | See Below |
| BIOL 120 & 120L | NE | BIOL 152 | BIOL 21 | BIO 230 | NE | BIOL 150 (M) | BIOL 265 |
| BIOL 130 | NE | NE | NE | See Below | BOT 115 | BIOL 180 | See Below |
| BIOL 130L | NE | NE | NE | See Below | NE | NE | See Below |
| BIOL 130 & 130L | NE | NE | NE | BIO 150 | NE | NE | BIOL 170 |
| BIOL 140 | NE | BIOL 112 | ENVSCI 5 | BIO 120 OR 125 | BIOL 115 OR 120 | BIOL 120 | BIOL 140 |
| BIOL 150 | NE | BIOL 140 | ANAT 8 | BIO 210 | ZOO 200 OR 201 & 201L | BIOL 230 | BIOL 260 |

| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | *MIRA COSTA | *PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| BIOL 160 | NE | BIOL 114 | NE | NE | BIOL 110 | BIOL 130 | BIOL 180 |
| BIOL 200A | []BIOL 130 & 131 | []BIOL 120 | []BIOL 3 | BIO 201 | BIOL 200 | []BIOL 104 OR []105 & 106 | BIOL 200 |
| BIOL 200B | .BIOL 133 | BIOL 200 & 201 | NE | BIO 202 | BIOL 201; OR BOT 100 OR 101 & 101L AND ZOO 101 & 101L | BIOL 215 & 250 | BIOL 201 & 202 |
| BIOL 210 | NE | BIOL 152 | BIOL 21 | BIO 230 | MICR 200 | BIOL 205 | BIOL 265 |
| BIOL 215 | (D)~~MATH 160~~ | BIOL/PSY 215 | NE | (D)~~MAT 103~~ | NE | BIOL 200 (M,MIR) | NE |
| BIOL 261 | NE | BIOL 141 & 142 | PHYSIO 1 | BIO 220 | ZOO 205 & 205L | BIOL 235 | BIOL 202 |
| BIOL 277-NC | NE | BUS 116 | HT 3 OR BUS 80 | NE | NE | .~~OFGE 126 (G)~~ | NE |
| CHEM 100 | CHEM 115 | CHEM 115 OR 120 | CHEM 2A | CHEM 101 OR 110 | CHEM 100 | CHEM 100 & 100L | CHEM 100 |
| CHEM 110 | NE | CHEM 110 | NE | NE | NE | NE | NE |
| CHEM 130 | NE | CHEM 116 | []CHEM 12 | CHEM 120 | CHEM 105 | CHEM 130 & 130L(C,M) | CHEM 110 |
| CHEM 160 | NE | NE | NE | NE | CHEM 205 | NE | NE |
| CHEM 200 | CHEM 141 | CHEM 141 | CHEM 1A | CHEM 110 | CHEM 110 & 110L | CHEM 200 & 200L | CHEM 200 |
| CHEM 201 | CHEM 142 | CHEM 142 | CHEM 1B | CHEM 111 | CHEM 115 & 115L | CHEM 201 & 201L | CHEM 210 |
| CHEM 202 | CHEM 142 | CHEM 142 | CHEM 1B | CHEM 111 | CHEM 115 & 115L | CHEM 201 & 201L | CHEM 220 |
| CHEM 230 | NE | ~~CHEM 210~~ | CHEM 12 | CHEM 120 | CHEM 220 | CHEM 231 & 231L(C,M) | NE |
| CHEM 231 | NE | CHEM 222 | See Below | CHEM 120 | See Below | CHEM 231 & 231L(C,M) | See Below |
| CHEM 237 | NE | NE | See Below | NE | See Below | CHEM 232L (C,M) | See Below |
| CHEM 231 & 237 | NE | NE | CHEM 12 | NE | CHEM 220 OR 221 | NE | CHEM 240 |
| CHEM 250 | NE | CHEM 220 | CHEM 5 | NE | CHEM 210 | CHEM 251 (C,M) | CHEM 250 |
| CHEM 251 | NE | CHEM 220 | CHEM 5 | NE | CHEM 210 | CHEM 251 (C,M) | NE |
| CHIN 101 | NE | NE | NE | CHNS 101 | NE | CHIN 101 (M) | NE |
| CHIN 202 | NE | NE | NE | CHNS 102 | NE | CHIN 102 (M) | NE |
| C E 218 | ENGR 218 | NE | NE | NE | (D)~~SURV 100~~ | NE | NE |
| CLASS 101L | NE | NE | NE | NE | LAT 101 | LATI 101 (M) | NE |
| CLASS 202L | NE | NE | NE | NE | LAT 110 | LATI 102 (M) | NE |
| C DIS 104 | NE | NE | ~~SPGH 30~~ | NE | SPCH 135 | SPEE 101 | NE |
| C DIS 106 | NE | NE | NE | NE | SPCH 140 | NE | NE |
| CLT 270A | NE | ENGL 241 | ENGL 42A | LIT 270 | ENG 220 | ENGL 220 | ENGL 230 |
| CLT 270B | NE | ENGL 242 | ENGL 42B | LIT 271 | ENG 221 | ENGL 221 | ENGL 231 |
| CS 106 | CT 129 | MATH 150 OR 156 | (D)~~BUS 55~~ | CIS/ENGR 260 | CIS 100 & 146 | ENGE 115 (M) | MATH 150 |
| CS 107 | CT 130 | CSIS 290 | MATH 58 | CIS 270 | CIS 100 & 220 | MATH 107 | MATH 130 |
| CS 108 | NE | (D)~~CSIS 291~~ | NE | NE | (D)~~CIS 221~~ | MATH 108 | MATH 140 |
| CS 220 | (D)~~CT 132~~ | NE | NE | NE | NE | NE | NE |
| CS 237 | NE | NE | NE | NE | NE | MATH 237 | MATH 230 |
| CJA 200 | NE | AJ 110 OR [] AJ 204 | AJ 21 OR [] AJ 36 | ADM 100 OR [] ADM 210 | CJ 100 OR [] CJ 102 | ADJU 101 (MIR) | AJ 111 OR [] AJ 161 |
| DANCE 121 | NE | (D)~~DANCE 68A~~ | NE | NE | DNCE 210 | NE | NE |
| DANCE 141 | (D)PE ~~080A~~ | (D)~~DANCE 80A~~ | NE | NE | DNCE 205 | NE | NE |
| DANCE 171 | NE | NE | NE | NE | DNCE 165 | []PHYE 118 | NE |
| DANCE 181 | NE | NE | NE | NE | DNCE 100 OR 105 | NE | NE |
| DANCE 183 | NE | NE | NE | NE | DNCE 155 | NE | NE |
| DANCE 221 | NE | (D)~~DANCE 88B~~ | NE | NE | (D)~~DNCE 210~~ | NE | NE |
| DANCE 231 | NE | (D)~~DANCE 84A~~ | NE | []DNCE 266 | DNCE 121 | NE | NE |
| DANCE 241 | (D)PE ~~080B~~ | (D)~~DANCE 80B~~ | NE | NE | (D)~~DNCE 205~~ | N | NE |
| DANCE 253 | NE | DANCE 205 | NE | NE | DNCE 145 | NE | NE |
| DANCE 255 | NE | DANCE 206 | NE | NE | NE | NE | NE |
| DANCE 261 | NE | DANCE 201 OR 202 OR 203 | NE | DNCE 160 | NE | []PHSE 129 (C,M) | NE |
| DANCE 271 | NE | (D)~~DANCE 202~~ | NE | NE | NE | NE | NE |
| DANCE 285 | NE | NE | NE | NE | DNCE 150 | NE | NE |
| DRAMA 105 | NE | TH ARTS 110 | NE | TA 105 | TA 100 | DRAM 105 | TA 101 |
| DRAMA 110 | NE | SPCH 130 | NE | SPCH/TA 110 | TA 135 | SPEE 101 | NE |
| DRAMA 120 | NE | TH ARTS 120 & 121 | DRM ART 5A & 5B | TA 120 OR 121 | TA 150 | DRAM 120 | TA 100 |

SHORT VERSION - SDSU ARTICULATION TABLE FOR SAN DIEGO COUNTY COMMUNITY COLLEGES
BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS - C. CLIMIE

AUGUST 1990



| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | *MIRA COSTA | *PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| DRAMA 130 | NE | TH ARTS 130 | DRM ART 20A | TA 130 | TA 115 | DRAM 130; OR 101 (M,MIR) | TA 110 |
| DRAMA 231 | NE | TH ARTS 131 | NE | TA 231 | TA 116 | DRAM 131A OR 131B; OR 201 (M) | TA 111 |
| DRAMA 232 | NE | TH ARTS 114 | NE | TA 232 | TA 120 | DRAM 165A OR 165B OR 165C OR 165D(C,M) | TA 117 OR 118 |
| DRAMA 240 | NE | NE | NE | TA 246 | TA 108 | DRAM 125; OR 102 (M,MIR) | TA 150 |
| DRAMA 245 | NE | TH ARTS 134 | NE | NE | NE | DRAM 128 (C,M) | NE |
| DRAMA 249 | NE | TH ARTS 136 | NE | TA 253 | NE | NE | NE |
| DRAMA 250 | NE | TH ARTS 144 | NE | NE | NE | DRAM 135 | NE |
| ECON 100 | ECON 110 | ECON 125 | NE | ECON 100 | ECON 105 | NE | ECON 100 |
| ECON 101 | ECON 120 | ECON 120 | ECON 1 | ECON 101 | ECON 101 | ECON 120 | ECON 101 |
| ECON 102 | ECON 121 | ECON 121 | ECON 2 | ECON 102 | ECON 102 | ECON 121 | ECON 102 |
| ECON 201 | MATH 160 | MATH 160 | BUS 26 OR MATH 12 OR PSY 13 | MATH 103 | MATH 120 | MATH 119 | MATH 119 |
| E E 203 | ENGR 210 | NE | NE | NE | NE | ENGE 260 (C,M) | ENGR 270 |
| E E 210 | ENGR 210 | NE | ENGR 11 | NE | NE | ENGE 260 (C,M) | ENGR 270 |
| ENGR 120 | ENGR 120 | MATH 150 | CIS 14 OR MATH 47 | CIS/ENGR 260 | MATH 146 | MATH 107; OR ENGE 115 (M) | ENGR 120 OR MATH 150 |
| ENGR 140 | ENGR 140 OR MATH 160 | MATH 160 | BUS 26 OR MATH 12 OR PSY 13 | MATH 103 | ENGR 231 | MATH 119 | ENGR 140 |
| E M 200 | ENGR 200 | NE | ENGR 15 OR 19 | ENGR 235 | ENGR 235 | ENGE 200 (C,M) | ENGR 250 |
| E M 202 | ENGR 202 & 203 | NE | ENGR 15 &16 | ENGR 235 & 236 | ENGR 235 & 236 | ENGE 200 & 250 (C,M) | [] ENGR 202 & 204 |
| E M 220 | ENGR 220 | NE | ENGR 16 OR 19 | ENGR 236 | ENGR 236 | ENGE 250 (C,M) | ENGR 251 |
| ENGL 100 | ENGL 121 | ENGL 120 | ENGL 1A | ENGL 100 | ENG 100 | ENGL 101 OR [] ENGL 105 | ENGL 115 |
| ENGL 200 | ENGL 123 | ENGL 124 | ENGL 50 | ENGL 200 OR 201 | .ENG 200 OR [] 201 | ENGL 205 | ENGL 116 |
| ENGL 220 | ENGL 122 | ENGL 122 | ENGL 1B | LIT 120 | ENG 205 | ENGL 208 | ENGL 220 |
| ENGL 250A | NE | ENGL 231 | ENGL 41 | LIT 250 | ENG 225 | ENGL 210 | ENGL 250 |
| ENGL 250B | NE | ENGL 232 | ENGL 41 | LIT 251 | ENG 226 | ENGL 211 | ENGL 251 |
| ENGL 260A | NE | ENGL 221 | ENGL 43A | LIT 260 | ENG 210 | ENGL 215 | ENGL 240 |
| ENGL 260B | NE | ENGL 222 | ENGL 43B | LIT 261 | ENG 211 | ENGL 216 | ENGL 241 |
| ENGL 280 | ENGL 126 | ENGL 126 | ENGL 53A OR 53B | ENGL 280 | NE | ENGL 249A | ENGL 117 |
| ENGL 281 | NE | .ENGL 140 OR 141 OR 142 | ENGL 53B | NE | ENG 236 | ENGL 249B | NE |
| FSCS 107 | NE | FCS 155 | NE | HEAL 100 | FCS 165 | (D)~~NUTR 150 & 150L~~ | FCS 105 |
| FSCS 135 | NE | NE | SOC 33 | PSY/SOC 145 | FCS 105 | PSYC 135 | SOC 135 |
| FSCS 151 | NE | FCS 110 | NE | NE | FCS 101 | NE | NE |
| FSCS 202 | NE | NE | NE | NE | NE | NE | NE |
| FSCS 217 | NE | NE | NE | NE | FASH 105 | NE | NE |
| FSCS 219 | NE | FCS 140 | NE | NE | FASH 110 | NE | NE |
| FSCS 222 | NE | NE | NE | NE | FASH 130 | NE | NE |
| FSCS 240 | NE | FCS 195 | NE | NE | FCS 110 | CONF 110 | FCS 140 |
| FSCS 260 | NE | BUS/FCS 148 | NE | NE | FASH 100 | FASH 105 (M) | NE |
| FSCS 265 | NE | BUS/FCS 149 | NE | NE | FASH 115 | MARK 120 | NE |
| FSCS 270 | CD 125 | CD 125 | ##ECE/PSY 20 | ##CHLD/PSY 113 | ##CHDV 100 | ##CHIL 101 | ##CD 170 |
| FSCS 271 | (D)~~68 132 & 133~~ | .CD 132 & 133 | ##ECE/PSY 22 | CHLD 110 & 200 | CHDV 105 2 | CHIL 151 & 160 | NE |
| FSCS 278 | NE | NE | NE | NE | NE | CHIL 160 | NE |
| FSCS 279 | CD 132 & 133 OR 132 & 170 | CD 170 OR 180 | NE | NE | NE | CHIL 161 | NE |
| .FIN 140 | .#BUS 125 | .#BUS 125 | .#BUS 5A | .#BUS 140 | .#BUS 115 | .#BUSE 140 | .#BUS 140 |
| FRENC 100A | FREN 120 | FREN 120 | FREN 1 OR 1A & 1B | FREN 101 | FREN 101 OR 105 & 106 | FREN 101 | FREN 120 |
| FRENC 100B | FREN 121 | FREN 121 | FREN 2 OR 2A & 2B | FREN 102 | FREN 111 OR 115 & 116 | FREN 102 | FREN 130 |

SHORT VERSION - SDSU ARTICULATION TABLE FOR SAN DIEGO COUNTY COMMUNITY COLLEGES
BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS - C. CLIMIE



| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | *MIRA COSTA | *PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| FRENC 100A & 100B | See Above | See Above | See Above | See Above | See Above | FREN 100 | See Above |
| FRENC 200A | FREN 220 | FREN 220 | NE | FREN 201 | See Below | See Below | NE |
| FRENC 200B | See Below | NE | NE | FREN 202 | See Below | See Below | NE |
| FRENC 200C | See Below | NE | NE | NE | See Below | See Below | NE |
| FRENC 200A & 200B & 200C | FREN 220 & 221 | FREN 220 & 221 | NE | FREN 201 & 202 | NE | FREN 200 OR 201 & 202 | NE |
| FRENC 200B OR 200D | FREN 220 | FREN 220 | NE | NE | NE | NE | NE |
| FRENC 200D | FREN 250 OR 251 | FREN 250 OR 251 | NE | FREN 210 OR 211 | NE | (D)~~FREN 210 OR 211~~ | NE |
| FRENC 200E | NE | NE | NE | NE | See Below | (D)~~FREN 200 (6)~~ | NE |
| FRENC 200-LEVEL | NE | NE | FREN 3 OR 4 OR 5 OR **FREN 10 OR 11 | NE | @FREN 201 & 210 | @FREN 201 & 202 | @@FREN 220 OR 230 |
| GEOG 101 | GEOG 120 | GEOG 120 | GEOG 1 | GEOG 101 | GEOG 100 | GEOG 101 | GEOG 100 |
| GEOG 101L | NE | GEOG 121 | NE | NE | GEOG 100L | GEOG 101L | GEOG 101 |
| GEOG 102 | GEOG 130 | GEOG 130 | GEOG 2 | GEOG 102 | GEOG 105 | GEOG 102 | GEOG 120 |
| GEOG 103 | NE | GEOG 140 | NE | NE | GEOG 110 | GEOG 103 | GEOG 130 |
| GEOL 100 | GEOL 110 | GEOL 110 | GEOL 11 | GEOL 101 | See Below | GEOL 100 | GEOL 100 |
| GEOL 101 | GEOL 111 | GEOL 111 | NE | GEOL 101L | See Below | GEOL 101 | GEOL 101 |
| GEOL 100 & 101 | GEOL 120 | See Above | GEOL 1A | See Above | GEOL 100 & 100L | See Above | See Above |
| GEOL 105 | NE | GEOL 121 | GEOL 12 & 12L | NE | GEOL 105 & 105L | NE | NE |
| GEOL 221 | NE | NE | NE | NE | GEOL 205 | NE | GEOL 200 |
| GEOL 230 | NE | NE | NE | NE | (D)~~GEOL 210~~ | NE | NE |
| GERMN 100A | NE | GERM 120 | NE | GRMN 101 | GERM 101 OR 105 & 106 | GERM 101 | NE |
| GERMN 100B | NE | GERM 121 | NE | GRMN 102 | GERM 110 OR 115 & 116 | GERM 102 | NE |
| GERMN 200-LEVEL | NE | *@GERM 220 & 221 | NE | NE | NE | NE | NE |
| GERMN 200A | NE | NE | NE | NE | GERM 201 | NE | NE |
| GERMN 200B | NE | NE | NE | NE | GERM 210 | NE | NE |
| GERMN 211 | NE | GERM 250 | ~~GERM 10~~ | GRMN 210 | NE | GERM 210 | NE |
| GERO 101 | NE | FACS 129 | NE | NE | NE | NE | NE |
| H S 101 | HED 110 | HED 120 OR PSY 132 | HE 1 | HEAL 101 | .HE 100 OR $[]CHDV 120 | HEAL 101 | HLTH 101 |
| HEBRW 101 | NE | NE | NE | NE | NE | HEBR 101 (C,M) | NE |
| HEBRW 102 | NE | NE | NE | NE | NE | HEBR 102 (C,M) | NE |
| HEBRW 201 | NE | NE | NE | NE | NE | HEBR 201 (C,M) | NE |
| HIST 100 | HIST 110 | HIST 110 | NE | HIST 100 | NE | HIST 100 (C) | NE |
| HIST 101 | HIST 111 | HIST 111 | NE | HIST 101 | NE | HIST 101 (C) | NE |
| HIST 105 | HIST 140 | HIST 140 | HIST 4A | NE | HIST 105 | HIST 105 | HIST 104 |
| HIST 106 | HIST 141 | HIST 141 | HIST 4B | NE | HIST 106 | HIST 106 | HIST 105 |
| HIST 110A | HIST 120 | HIST 120 | HIST 17A | HIST 110 | HIST 101 | HIST 109 | HIST 100 |
| HIST 110B | HIST 121 | HIST 121 | HIST 17B | HIST 111 | HIST 102 | HIST 110 | HIST 101 |
| HIST 115A | NE | HIST 114 | NE | HIST 116 | HIST 140 | HIST 115A (M,MIR) | NE |
| HIST 115B | NE | HIST 115 | NE | HIST 117 | HIST 141 | HIST 115B (M,MIR) | NE |
| HIST 120 | NE | NE | NE | NE | NE | NE | NE |
| HIST 121 | NE | HIST 159 | NE | NE | HIST 110 | NE | NE |
| HUM 101 | (D)~~HUM 110~~ | ZZHUM 110 | ZZHUM 25 | ZZHUMN 101 | NE | ZZHUMA 101 | ZZHUM 100 |
| HUM 102A | NE | (D)~~HUM 120~~ | NE | ZZHUMN 201 | ZZHUM 100 | ZZHUMA 120A | ZZHUM 101 |
| HUM 102B | NE | NE | NE | ZZHUMN 202 | ZZHUM 101 | ZZHUMA 120B | ZZHUM 102 |
| HUM 130 | NE | NE | NE | NE | (D)~~JS 100~~ | NE | NE |
| HUM 140 | ZZHUM 155 | ZZENGL 215 | NE | NE | (D)~~ENG 240~~ | ZZHUMA 201 | ZZENGL 260 |
| I T 121 | DTEC/ENGR 124 | NE | ~~ENGR 2A OR 21~~ | DRAF 110 | DT 110 OR 100 OR ENGR 125 | []DRAF 110A & B (C) | NE |
| I T 131 | ITEC 110 OR 112 | NE | WELD 31 OR 32 & 38 | NE | NE | ~~MACH 102 (6)~~ | NE |
| I T 140 | NE | ART 150 | ~~PH 5~~ | ART 207 | PHOT 100 | ARTF 190A | ART 121 |
| I T 161 | ELEC 110 OR 122 | NE | ELECTRICITY 1 & ELECTRONICS 1A | NE | ~~ET 31 & 33~~ | ELRN 120A & 120B | ELEC 112 & 117 |

| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | *MIRA COSTA | *PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| I T 171 | (D)~~AUTO 152~~ | NE | AUTO 51 OR 55 & 59 | NE | AT 100 | NE | AT 166 |
| I T 181 | []CA 110 | NE | .CA 10 OR 11 OR 12 & 20 | NE | GC 100 | NE | ART 161 |
| IDS 180 | CSIS 110 | CSIS 110 | CIS 1 | .CIS 101 | CIS 100 & 115 OR 100 & 205 OR 105 & 115 OR 105 & 205 | CISC 150 & 158 OR 180 & 180L | CIS 101 |
| IDS 280 | CSIS 130 | CSIS 130 | *CIS 10 & 11 | CIS 280 | CIS 210 | CISC 184 & 184L | CIS 110 |
| IDS 290 | BUS/SUPV 128 | BUS 128 | BUS 42 | BUS 290 | BUS 205 | BUSE 119 | BUS 212 |
| ITAL 100A | NE | ITAL 120 | ~~ITAL 1A & 1B~~ | See Below | NE | ITAL 101 | ITAL 120 |
| ITAL 100B | NE | ITAL 121 | NE | See Below | NE | ITAL 102 | ITAL 130 |
| ITAL 100A & 100B | NE | NE | NE | ITAL 101 & 102 | NE | ITAL 100 | NE |
| ITAL 200A | NE | ITAL 221 | NE | NE | NE | (D)~~ITAL 201~~ | ITAL 220 |
| ITAL 200B | NE | ITAL 220 | NE | NE | NE | (D)~~ITAL 202~~ | ~~ITAL 210~~ |
| JAPAN 101 | NE | JAPAN 120 | NE | JAPN 101 | .JAPN 101 OR 105 & 106 | JAPN 101 (M,MIR) | JPN 120 |
| JAPAN 102 | NE | JAPAN 121 | NE | JAPN 102 & 201 | NE | JAPN 102 (M,MIR) | JPN 130 |
| JAPAN 201 | NE | NE | NE | NE | NE | JAPN 201 (M) | NE |
| JAPAN 202 | NE | NE | NE | NE | NE | JAPN 202 (M) | NE |
| JOUR 200 | NE | JOUR 125 | ~~JOUR 3~~ | JOUR 220 | COMM 100 | NE | JOUR 101 |
| JOUR 220 | NE | JOUR 122 | NE | JOUR 100 | JOUR 100 | JOUR 200 | JOUR 151 |
| LATAM 101 | NE | NE | ~~HIST/SPAN 41~~ | NE | NE | SPAN 241 (C,M) | NE |
| LING 101 | NE | ENGL 118 | ENGL 52 | LING 101 | NE | ENGL 202 | ENGL 119 |
| MGT 150 | BUS 110 | BUS 110 | BUS 2 | NE | BUS 100 | BUSE 201 | []BUS 120 |
| MKTG 201 | NE | NE | NE | NE | NE | MARK 105 | BUS 176 |
| MATH 104 | MATH 170 | .MATH 170 | NE | MATH 130 | MATH 115 | MATH 104 | MATH 104 |
| MATH 118 | MATH 120 | MATH 120 | NE | MATH 123 | MATH 100 | MATH 118 | MATH 118 |
| MATH 119 | MATH 160 | MATH 160 | BUS 26 OR MATH 12 OR PSY 13 | .MATH 103 | MATH 120 | MATH 119 | MATH 119 |
| MATH 120 | MATH 178 OR 180 | .+MATH 178 OR 180 | MATH 3A OR 15 | MATH 115 OR 150 | MATH 125 OR 130 | MATH 120 OR 121 & 122 OR 150 | MATH 120 OR 121 & 122 OR 245 & 246 OR 250 |
| MATH 121 | MATH 178 | .+MATH 178 | NE | NE | NE | MATH 121 | MATH 121 |
| MATH 122 | NE | NE | NE | NE | NE | MATH 122 | MATH 122 |
| MATH 140 | MATH 175 | .MATH 175 | MATH 2 | MATH 125 | MATH 110 | MATH 141; OR 140(M) | MATH 240 |
| MATH 141 | MATH 178 OR 180 | MATH 180 | MATH 3A | MATH 115 OR 150 | MATH 130 | MATH 150 | MATH 245 & 246 OR 250 |
| MATH 150 | MATH 180 | MATH 180 | MATH 3A | *MATH 150 & 155 | MATH 140 | MATH 150 | MATH 245 & 246 OR 250 |
| MATH 151 | MATH 280 | MATH 280 | MATH 3B | MATH 155 | MATH 141 | MATH 151 | MATH 251 |
| MATH 150 & 151 | See Above | See Above | See Above | *MATH 150 & 155 | See Above | See Above | See Above |
| MATH 210-NC | MATH 125 | MATH 125 | MATH 10A | MATH 105 | MATH 105 | See Below | MATH 110 |
| MATH 211-NC | MATH 126 | MATH 126 | MATH 10B | MATH 106 | MATH 106 | See Below | MATH 111 |
| MATH 210 & 211 | See Above | See Above | See Above | See Above | See Above | *MATH 210A & 210B | See Above |
| MATH 245 | NE | (D)~~MATH 245~~ | NE | (D)~~MATH 120~~ | NE | MATH 245 | (D)~~MATH 260~~ |
| MATH 250 | .MATH 160 | MATH 160 | (D)~~MATH 12~~ | (D)~~MATH 103~~ | (D)~~MATH 120~~ | PSYC 258; OR BIOL 200 (M,MIR) | (D)~~MATH 250~~ |
| MATH 252 | MATH 281 | MATH 281 | MATH 4 | MATH 260 | MATH 205 | MATH 252 | MATH 252 |
| MATH 254 | NE | MATH 284 | NE | MATH 270 | NE | MATH 254 | MATH 254 |
| M E 190 | DTEC/ENGR 124 | NE | ~~ENGR 2A~~ | DRAF/ENGR 111 | ENGR 125 | ENGE 151 (C,M) | ENGR 110 |
| M E 195 | []DTEC/ENGR 125 | NE | NE | NE | NE | NE | NE |
| M E 260 | ENGR 260 | NE | ~~ENGR 6~~ | NE | ENGR 245 | ENGE 210 (C,M) | ENGR 260 |
| MA S 110A | NE | NE | NE | NE | CS 100 | CHIC 110A (C,M) | NE |
| MA S 110B | NE | []CCS 128 | NE | NE | CS 120 | CHIC 110B (C,M) | NE |
| MA S 111A | NE | NE | NE | NE | NE | SPEE 103 | NE |
| MA S 120A | NE | NE | NE | NE | CS 102 | NE | NE |

| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | *MIRA COSTA | *PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| MA S 140 | NE | CCS/SOC 114 | NE | SOC 207 | NE | CHIC 140 (C,M) | NE |
| MA S 141A | NE | CCS 129 | NE | HIST 141 | NE | CHIC 141A | HIST/MAS 141 |
| MA S 141B | HIST 129 | NE | NE | HIST 142 | NE | CHIC 141B | HIST/MAS 142 |
| MUSIC 102 | MUSIC 001 OR 118 | MUSIC 118 | MUS 7 | MUS 105 OR 108 | MUS 125 | MUSI 110 (C,M) | MUSIC 103 |
| MUSIC 103A | (D)~~MUS 16 101~~ | NE | MUS 8A | NE | NE | NE | NE |
| MUSIC 103B | (D)~~MUS 16 103~~ | NE | MUS 8B | NE | NE | NE | NE |
| MUSIC 104 | NE | NE | NE | NE | MUS 103 | MUSI 150A (C,M) | NE |
| MUSIC 110A | NE | %MUSIC 132 | %MUS 10A | %MUS 120 | %MUS 115 | %MUSI 115A (C,M) | %MUSIC 132 |
| MUSIC 110B | NE | %MUSIC 133 | %MUS 10B | %MUS 121 | %MUS 117 | %MUSI 115B (C,M) | %MUSIC 133 |
| MUSIC 110C | NE | %MUSIC 232 | %MUS 11A | %MUS 220 | %MUS 119 | %MUSI 115C (C,M) OR 215A (C,M) | %MUSIC 134 |
| MUSIC 110D | NE | %MUSIC 233 | %MUS 11B | %MUS 221 | %MUS 225 | %MUSI 215B (C,M) | NE |
| MUSIC 115A | NE | %MUSIC 170 | MUS 15A | MUS 141 | MUS 130 | MUSI 120A (C,M) | MUSIC 140 |
| MUSIC 115B | NE | NE | MUS 15B | NE | NE | MUSI 120B (C,M) | MUSIC 141 |
| MUSIC 151 | MUSIC 110 | MUSIC 110 | MUS 30 | MUS 115 OR 117 & 118 | MUS 100 | MUSI 100 | MUSIC 105 |
| MUSIC 158A | NE | %MUSIC 105 | %MUS 8A & 9A | %MUS 101 & 103 | %MUS 105 & 110 | %MUSI 158A (C,M) | %MUSIC 101 |
| MUSIC 158B | NE | %MUSIC 106 | %MUS 8B & 9B | %MUS 102 & 104 | %MUS 106 & 111 | %MUSI 158B (C,M) | %MUSIC 102 |
| MUSIC 170 | NE | $$MUS 136-137-236-237 OR 140-141-240-241 OR 142-143-242-243 OR 144-145-244-245 OR 146-147-246-247 OR 148-149-248-249 OR 154-155-254-255 OR 162-163-262-263 | NE | .MUS 151 OR 155 OR 158 OR 159 OR 163 OR 171 OR 172 | NE | NE | NE |
| MUSIC 176 | NE | $$MUS 152-153-252-253 | NE | NE | NE | NE | NE |
| .MUSIC 180 | NE | NE | NE | .MUS 170 | NE | NE | NE |
| MUSIC 185 | NE | $$MUS 158-159-258-259 | NE | .MUS 160 OR 161 | NE | MUSI 214A OR 214B OR 214C OR 214D | MUSIC 185 OR 186 OR 187 |
| MUSIC 189 | NE | $$MUS 156-157-256-257 | NE | .MUS 150 | NE | (D)~~MUSI 254~~ (M) | MUSIC 166A |
| MUSIC 170-189 | NE | NE | NE | NE | NE | MUSI 130A OR B OR C OR D (C,M); OR 212A OR B OR C OR D (C,M); OR 250A OR B OR C OR D (M); OR 252 (C,M); OR 253A OR B OR C OR D (C,M); OR 254 (M); OR 255A OR B OR C OR D (M) | NE |
| MUSIC 220A | NE | NE | NE | NE | NE | MUSI 220A OR B(C,M) | NE |
| MUSIC 220B | NE | NE | NE | NE | NE | MUSI 220C OR D(C,M) | NE |
| MUSIC 225A | NE | NE | NE | NE | NE | MUSI 129A OR B(C,M) | NE |
| MUSIC 230 | NE | NE | NE | NE | (D)~~MUS 135~~ | MUSI 128A OR B(C,M) | NE |
| MUSIC 235 | NE | NE | NE | NE | NE | MUSI 140 (C,M) | NE |
| MUSIC 240-NC | MUSIC 126 OR 127 | NE | MUS 12 | NE | MUS 186 | MUSI 127A (C,M) | MUSIC 137 |
| MUSIC 250 | NE | %$$MUS 190-191-290-291 | %MUS 32A-D | NE | %MUS 222 | %MUSI 276A OR B OR C OR D (C,M) | %MUSIC 125 |
| MUSIC 258A | NE | %MUSIC 205 | %[]MUS 8C & 9C | %[]MUS 201 & 203 | %[]MUS 210 & 215 | %[]MUSI 258A (C,M) | %[]MUSIC 109 |
| MUSIC 258B | NE | %MUSIC 206 | %[]MUS 8D & 9D | NE | %[]MUS 211 & 216 | %[]MUSI 258B (C,M) | %[]MUSIC 201 |

| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | *MIRA COSTA | *PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| N SCI 100 | ~~PS6 110~~ | PSCI 110 | NE | PHSN 101 | ASTR 120 OR PHSC 100 | PHYN 100 | NE |
| N SCI 102 | ~~PS6 110 & 111~~ | *PSCI 110 & 111 | PSCI 25 | NE | NE | PHYN 100 & 101 | NE |
| NURSING MAJORS: | | | | | | | |
| GROWTH & DEV | NE | CD 125 OR FSC 120 | PSY 35 | ~~PSY 12~~ | CHDV 100 | CHIL 101 | NE |
| STATISTICS | NE | BIO/PSY 215 OR ANY OTHER GE STATS COURSE | NE | NE | NE | NE | NE |
| PHIL 101 | PHIL 140 | PHIL 140 | PHIL 1B OR 11 | PHIL 102 | PHIL 100 | PHIL 102B | PHIL 120 |
| PHIL 102 | PHIL 110 | PHIL 110 | PHIL 1A | PHIL 101 | PHIL 101 | PHIL 102A | PHIL 101 |
| PHIL 103 | PHIL 112 OR 114 OR 116 OR 118 | PHIL 112 OR 114 OR 116 OR 118 | NE | NE | NE | PHIL 103 | NE |
| PHIL 120 | PHIL 130 | PHIL 125 OR 130 | PHIL 10 | PHIL 120 | PHIL 115 | PHIL 100 | PHIL 103 |
| P E 102-NC | PE 019A OR 019B | []PE 005 | NE | NE | NE | PHYE 132 | NE |
| P E 103A | NE | NE | NE | NE | NE | NE | PE/A 111 |
| P E 103B | NE | NE | NE | NE | NE | NE | PE/A 112 |
| P E 104A | PE 014B | PE 023A | NE | NE | PE 150 | PHYE 166 | PE/A 190 |
| P E 104B | PE 014C | PE 023B | NE | NE | PE 151 | NE | PE/A 191 OR 192 |
| P E 105 | PE 009 | PE 001 | NE | NE | NE | NE | PE/L 113 OR 114 OR 115 OR 116 |
| P E 108A | NE | PE 155A | []PE 23A OR 24A | NE | PE 166 | PHYE 112 (C,M) | PE/A 162 OR 163 |
| P E 108B | NE | PE 155B | NE | NE | NE | NE | PE/A 164 |
| P E 109A | PE 170A | PE 170A | NE | NE | PE 168 | PHYE 149 | PE/A 178 OR 179 |
| P E 109B | PE 170B | PE 170B | NE | NE | NE | NE | PE/A 180 |
| P E 110A | PE 175A | PE 175A | []PE 11A | NE | PE 155 | PHYE 161 | PE/A 166 OR 167 |
| P E 110B | PE 175B | PE 175B | NE | NE | PE 156 | NE | PE/A 168 |
| P E 111A | NE | NE | []PE 20A | NE | PE 165 | PHYE 151 | PE/A 182 OR 183 |
| P E 111B | NE | NE | NE | NE | NE | NE | PE/A 184 OR 185 |
| P E 115A | NE | NE | NE | NE | PE 167 | PHYE 160 (C,M) | PE/A 109 |
| P E 116A | PE 125A | PE 125A | []PE 18A | NE | PE 117 | PHYE 126 (C,M) | PE/A 147 |
| P E 116B | PE 125B | PE 125B | NE | NE | PE 118 | NE | PE/A 149 |
| P E 117A | NE | (D)~~PE 005~~ | NE | NE | NE | NE | NE |
| P E 118A | PE 076A | PE 076A | []PE 12A | NE | PE 140 | PHYE 159 | PE/A 151 |
| P E 118B | PE 076B | PE 076B | PE 13 | NE | PE 141 | NE | PE/A 153 |
| P E 119A | PE 120A | PE 120A | []PE 8A | NE | PE 115 | PHYE 115 | PE/A 135 |
| P E 119B | PE 120B | PE 120B | NE | NE | NE | NE | PE/A 137 |
| P E 120A | NE | PE 060A | []PE 4A | NE | PE 110 | PHYE 108 (C,M) | PE/A 143 |
| P E 120B | NE | PE 060B | NE | NE | PE 111 | NE | PE/A 144 |
| P E 122A | NE | PE 185A | NE | NE | NE | PHYE 120 (M) | NE |
| P E 122B | NE | PE 185B | NE | NE | NE | NE | NE |
| P E 123A | PE 070A | PE 070A | NE | NE | PE 160 | PHYE 142 | PE/A 139 |
| P E 123B | PE 070B | PE 070B | NE | NE | PE 161 | NE | PE/A 141 OR 142 |
| P E 125 | NE | NE | []PE 2A | NE | NE | PHYE 171 (M) | PE/A 200 |
| P E 127A | NE | []PE 130A | []PE 2A | NE | NE | PHYE 172 (M) | PE/A 200 |
| P E 127B | NE | []PE 130B | NE | NE | NE | NE | PE/A 201 OR 202 |
| P E 129A | PE 043A | PE 043A | []PE 5A | NE | PE 135 | PHYE 155 (C,M) | PE/A 155 OR 156 |
| P E 129B | PE 043B | PE 043B | NE | NE | PE 136 | NE | PE/A 157 |
| P E 131 | NE | PE 040 | NE | NE | NE | NE | NE |
| P E 132A | NE | NE | NE | NE | DNCE 135 | NE | NE |
| P E 132B | NE | NE | NE | NE | DNCE 136 | NE | NE |
| P E 134A | PE 080A | DNC/PE 080A | []PE 26A | DNCE 175 | NE | PHYE 140 | PE/D 109 OR 110 |
| P E 134B | PE 080B | DNC/PE 080B | NE | DNCE 178 | NE | NE | PE/D 111 OR 112 |
| P E 134A & 134B | NE | NE | NE | NE | ##DNCE 111 | NE | NE |
| P E 135A | NE | DNC/PE 088A | NE | DNCE/TA 151 | NE | PHYE 110 | PE/D 114 |
| P E 135B | NE | DNC/PE 088B | NE | DNCE/TA 153 | NE | NE | PE/D 115 |
| P E 135A & 135B | NE | NE | NE | NE | ##DNCE 116 | NE | NE |

| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | MIRA COSTA | PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| P E 136A | NE | DNC/PE 084A | []PE 29A | DNCE 166 | DNCE 120 | PHYE 135 | PE/D 117 OR 118 |
| P E 136B | NE | DNC/PE 084B | NE | DNCE 168 | DNCE 121 OR 215 | NE | PE/D 119 |
| P E 137A | NE | []PE 009 | NE | NE | NE | PHYE 103 | NE |
| P E 190 | NE | NE | NE | NE | NE | NE | PE/T 201 |
| P E 241 | PE 253 | PE 253 | PE 61 | PHSE 200 | PE 102 | PHYE 240 (C,M) | PE/T 200 |
| P E 265 | NE | PE 255 | NE | PHSE 203 | PE 176 | PHYE 242 | ~~PE/T 203~~ |
| P E 276 | NE | PE 250 | PE 50 | PHSE 201 | PE 100 | PHYE 241 (C,M) | PE/T 202 |
| PHYS 103 | PHYS 110 | PHYS 110 | NE | NE | NE | (D)~~PHYS 100 (M,MIR)~~ | NE |
| PHYS 107 | PHYS 110 OR 120 | PHYS 110 OR 120 | ~~PHYS 2A OR 2B~~ | PHYS 103 OR 111 OR 151 | PHYS 120 & 121 | PHYS 124A & 124B; OR 120A & 121A (C) OR 100 (M,MIR) | []PHYS 110 |
| PHYS 180A | NE | See Below | See Below | See Below | NE | PHYS 120A (C,MIR) | NE |
| PHYS 180B | NE | See Below | See Below | See Below | NE | PHYS 120B (C,MIR) | NE |
| PHYS 182A | NE | See Below | See Below | See Below | See Below | PHYS 121A (C) | NE |
| PHYS 182B | NE | See Below | See Below | See Below | See Below | PHYS 121B (C) | NE |
| PHYS 180A & 182A | NE | PHYS 130 | PHYS 4A | PHYS 111 | PHYS 230 | PHYS 195A (C,M) | .[]PHYS 110 |
| PHYS 180B & 182B | NE | PHYS 131 | PHYS 4B | PHYS 112 | PHYS 231 & 232 | PHYS 195B (C,M) | .[]PHYS 120 |
| PHYS 195 | See Below | See Below | See Below | See Below | See Below | See Below | PHYS 270 |
| PHYS 195L | See Below | See Below | See Below | See Below | See Below | See Below | PHYS 271 |
| PHYS 195 & 195L | PHYS 190 | PHYS 140 | PHYS 4A | PHYS 151 | PHYS 230 | PHYS 195A (C,M) | See Above |
| PHYS 196 | See Below | See Below | See Below | See Below | See Below | See Below | See Below |
| PHYS 196L | See Below | See Below | See Below | See Below | See Below | See Below | See Below |
| PHYS 196 & 196L | PHYS 200 | PHYS 240 | PHYS 4B | PHYS 152 | PHYS 231 | PHYS 195B (C,M) | PHYS 272 |
| PHYS 197 | See Below | See Below | See Below | See Below | See Below | See Below | See Below |
| PHYS 197L | See Below | See Below | See Below | See Below | See Below | See Below | See Below |
| PHYS 197 & 197L | PHYS 210 | PHYS 241 | PHYS 4C | PHYS 253 | PHYS 232 | PHYS 195C (C,M) | PHYS 274 |
| POL S 101 | POLS 110 | POLS 120 | POLS 1 | PLSC 101 | POSC 101 OR [] POSC 100 | POLI 101 | POLS 101 |
| POL S 102 | POLS 121 | POLS 121 | POLS 2 | PLSC 102 | POSC 102 | POLI 102 | POLS 102 |
| POL S 103 | POLS 124 | POLS 124 | POLS 3 | PLSC 103 | POSC 105 | POLI 103 | POLS 103 |
| POL S 201 | NE | NE | BUS 26 OR MATH 12 OR PSY 13 | MATH 103 | NE | NE | NE |
| PORT 101 | NE | NE | PORT 1 | PORT 101 | NE | NE | NE |
| PSY 101 | PSY 120 | .PSY 120 | PSY 1A | PSY 101 | PSYC 100 | PSYC 101 | PSY 101 |
| PSY 211 | NE | .PSY 220 | PSY 1B | PSY 110 | PSYC 215 | PSYC 211 | PSY 211 |
| PSY 260 | NE | .PSY 140 | PSY 2 | PSY 260 | PSYC 210 | PSYC 260 | PSY 260 |
| PSY 270 | MATH 160 | BIO/PSY 215 OR MATH 160 | BUS 26 OR MATH 12 OR PSY 13 | MATH 103 | PSYC 205 | PSYC 258 | PSY 270 |
| REC 101 | NE | REC 122 | ~~REC 74~~ | NE | REC 110 | RECN 232 (M) | REC 101 |
| REC 107 | NE | REC 126 | REC 71 | NE | REC 115 | []RECN 230 (M) | REC 110 |
| REC 204 | NE | REC 120 | REC 70 | NE | NE | RECN 233 (M) | []REC 105 |
| REC 205 | NE | .[]REC 124 | NE | NE | NE | []RECN 225 (M) | NE |
| REC 284 | NE | REC 138 & 139 OR 140 OR 141 | NE | NE | NE | RECN 270 (M) | REC 290 |
| REL S 101 | RELS 120 OR 130 | ~~RELS 120 OR 130~~ | PHIL 25 | PHIL 122 | RS 101 | NE | PHIL 106 |
| REL S 102 | RELS 100 | NE | NE | NE | NE | NE | NE |
| REL S 201 | (D)~~RELS 140~~ | NE | NE | NE | RS 105 | NE | NE |
| RUSSN 100A | NE | RUSS 120 | NE | RUSN 101 | RUSS 100 OR 105 & 106 | RUSS 101 | NE |
| RUSSN 100B | NE | RUSS 121 | NE | RUSN 102 | RUSS 110 OR 115 & 116 | RUSS 102 | NE |
| RUSSN 200A | NE | RUSS 220 | NE | NE | RUSS 201 | ~~RUSS 201~~ | NE |
| RUSSN 200B | NE | RUSS 221 | NE | NE | RUSS 210 | ~~RUSS 202~~ | NE |
| RUSSN 211 | NE | RUSS 250 | NE | NE | NE | RUSS 210 | NE |
| RUSSN 212 | NE | RUSS 251 | NE | NE | NE | RUSS 211 | NE |
| SWORK 110 | SOC 130 | []SOC 130 | SOC 2 | SOC 102 | SOC 110 | SOCO 110 | SOC 110 |

| SDSU | CUYAMACA | GROSSMONT | IMPERIAL VLY | •MIRA COSTA | •PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| SWORK 120 | NE | NE | NE | NE | PSYC/SOC 140 | NE | NE |
| SWORK 130 | SOC 125 | []SOC 125 | []SOC 33 | PSY/SOC 145 | PSYC/SOC 105 | PSYC 135 | SOC 135 |
| SOC 101 | SOC 120 | SOC 120 | SOC 1 | SOC 101 | SOC 100 | SOCO 101 | SOC 101 |
| SOC 150 | SOC 130 | SOC 130 | SOC 2 | SOC 102 | SOC 110 | SOCO 110 | SOC 110 |
| SOC 201 | MATH 160 | MATH 160 | BUS 26 OR MATH 12 OR PSY 13 | MATH 103 | SOC 205 | MATH 119 OR PSYC 258 | SOC 201 |
| SPAN 100A | SPAN 120 | SPAN 120 | SPAN 1 OR 1A & 1B | SPAN 101 | SPAN 101 OR 105 & 106 | SPAN 101 | SPAN 120 OR 121 |
| SPAN 100B | SPAN 121 | SPAN 121 | SPAN 2 OR 2A & 2B | SPAN 102 | SPAN 110 OR 115 & 116 | SPAN 102 | SPAN 130 OR 131 |
| SPAN 100C | SPAN 220 | SPAN 220 | SPAN 3 OR 20A | SPAN 201 | SPAN 201 OR 205 & 206 | SPAN 201 | SPAN 220 OR 221 |
| SPAN 202 | SPAN 221 | SPAN 221 | SPAN 4 OR 20B | SPAN 202 | SPAN 210 | SPAN 202 | SPAN 230 |
| SPAN 211 | SPAN 250 | SPAN 250 | SPAN ~~10 OR~~ 23 | SPAN 210 | See Below | SPAN 210 | See Below |
| SPAN 212 | SPAN 251 | SPAN 251 | ~~SPAN 11~~ | SPAN 211 | See Below | SPAN 211 | See Below |
| SPAN 211 & 212 | NE | NE | NE | NE | SPAN 235 & 236 | NE | SPAN 240 |
| SP C 103 | SPCH 122 | SPCH 122 | SPCH 1 | SPCH 101 | SPCH 100 | SPEE 103 | SPCH 103 |
| SP C 135 | NE | NE | NE | NE | SPCH 115 | (D)~~SPEE 135~~ | NE |
| SP C 160 | NE | SPCH 145 | SPCH 10 | SPCH 212 | SPCH 105 | SPEE 160 | SPCH 160 |
| SP C 204 | NE | SPCH 123 | NE | (D)~~SPCH 202~~ | NE | (D)~~SPEE 104~~ | (D)~~SPCH-262-~~ |
| SP C 245 | SPCH 120 | NE | NE | NE | NE | SPEE 135 | NE |
| SP C 261 | *SPCH 140 & 141 & 240 & 241 | NE | ~~SPCH 12A-B~~ | NE | (D)~~SPCH 155~~ | NE | NE |
| SP C 291 | NE | SPCH 137 | HR 10 | SPCH 106 | SPCH 110 | SPEE 170 | NE |
| TCF 100 | NE | TELE 110 | NE | NE | RTV 100 | RTVC 100 (C) | SPCH/TELE 180 |
| TCF 110 | NE | TELE 144 | NE | NE | RTV 110 | RTVC 110 (C) | TELE 110 |
| TCF 120 | NE | NE | NE | NE | (D)~~RTV 120 & 120b~~ | RTVC 126 (C) | ART 161 & TA 150 |
| TCF 121 | NE | TELE 121 | NE | NE | RTV 130 & 130L | RTVC 107 (C) | MUSIC 151 & 152 |
| TCF 122 | NE | ART 150 & TELE 134 | MPP 10 | NE | CINE 125 | []RTVC 167 (C) & []PHTO 105 (C) | ART 121 & 131 |
| TCF 123 | NE | TELE 122 | NE | NE | RTV 120 & 120L | RTVC 118 (C) | []TELE 183 |
| TCF 160 | NE | CA 161 | NE | NE | CINE 100 | RTVC 160 (C) | ART 130 OR SPCH 185 |
| TCF 260 | NE | NE | ~~MPP 12~~ | NE | NE | NE | []TELE 233 |
| TCF 280 | NE | TELE 128 | NE | NE | RTV 220 & 220L | RTVC 122 & 123 (C) | []TELE 242 |

***END***
OCTOBER 30, 1900 (REVISION SINCE: 08/20/90 CEC:cc)

# BA 90-91

SAN DIEGO STATE UNIVERSITY - ARTICULATION TABLE
PREPARATION FOR THE MAJOR REQUIREMENTS FOR MAJORS IN THE COLLEGE OF BUSINESS ADMINISTRATION
BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS
PARPARED BY CAROL CLIMIE, COORDINATOR, ARTICULATION SERVICES - JANUARY 1991 (REVISION SINCE: MAY 1990)

KEY

* = Indicates additions and or changes.
// = New course numbers for 1990-91. No change in course content.
(D) = Denied - Not acceptable as comparable or equivalent to an SDSU course.
NE = No comparable/equivalent course articulation established.
[] = Transfer course(s) acceptable "In lieu of" SDSU course(s).
* = Sequence/courses must be completed at institution offering those courses.
/ = Accounting course articulation begins Fall 1988. Accounting courses taken prior to F88 reference appropriate articulation document.
@ = Acceptable for the 1990-91 and 1991-92 academic years ONLY.
@@ = Acceptable for the FALL 1990 Semester ONLY.
% = Not required of Accounting majors (Beginning F82 - all catalogs).
+ = Information & Decision Systems Major requirement only (NOT used as a prerequisite course for admission to upper division).
$ = Required for all majors including Accounting. (Accounting no longer requires Math 141 - all catalogs.)
¢ = Math 120 or approved calculus equivalency.

NOTES: (1) TRANSFER COURSES ARE ACCEPTABLE AS COMPARABLE/EQUIVALENT TO SDSU COURSES UNLESS IDENTIFIED OTHERWISE. (2) SDSU ARTICULATION AGREEMENTS FOR 2-YEAR AND 4-YEAR INSTITUTIONS ARE AVAILABLE IN THE SDSU COLLEGE OF BUSINESS UNDERGRADUATE ADVISING OFFICE, BA 445P, OR THE SDSU UNIVERSITY ADVISING CENTER, CL-107. (3) "ADJUSTMENT(S) TO ACADEMIC REQUIREMENTS" (WAIVER) OR ACCEPTANCE OF A TRANSFER COURSE WHERE THERE IS NO ARTICULATION AGREEMENT, STUDENTS MUST PETITION THE APPROPRIATE DEPARTMENT OFFERING THE COURSE. (EXAMPLE: ECONOMICS COURSE - PETITION THE ECONOMICS DEPARTMENT.)

| INSTITUTIONS | ACCTG 201 | ACCTG 202 | ACCTG 201 & 202 | ECON 101 | ECON 102 | @FIN 140 | IDS 180 | +IDS 280 | %IDS 290 | ECON 201 OR MATH 119 | $MATH 120 OR ¢MATH 130 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CALIFORNIA STATE UNIVERSITY SYSTEM** | | | | | | | | | | | |
| CPSU, SAN LUIS OBISPO | *[]ACTG 221 & 222 | (D)~~ACTG 222~~ | NE | ECON 221 | ECON 222 | NE | NE | (D)~~OEB 203~~ | NE | NE | NE |
| CSPU, POMONA | NE | NE | NE | NE | NE | NE | CIS 110 | NE | NE | *(D)~~BFA 120~~ OR *(D)~~NFA 120~~ | NE |
| CSU, BAKERSFIELD | NE | NE | NE | *ECON 202 | *ECON 201 | NE | NE | NE | NE | *MATH 140 OR *MATH 140 | NE |
| CSU, CHICO | ACCT 015 | ACCT 016 | NE | ECON 002 | ECON 003 | @BLAW 095 | NE | NE | NE | NE | NE |
| CSU, DOMINGUEZ HILLS | NE | NE | NE | NE | NE | NE | CIS 270 | NE | NE | NE | NE |
| CSU, FRESNO | NE | NE | NE | NE | NE | NE | IS 30 | (D)~~IS 54~~ | NE | NE | NE |
| CSU, FULLERTON | *ACTG 201A | *ACTG 201B | NE | *ECON 202 | *ECON 201 | *(D)~~MGT 246~~ | *(D)~~MGT 601 265~~ | *MGT SCI 270 | NE | NE | MATH 130 OR MATH 150A |
| CSU, HAYWARD | NE | NE | NE | NE | NE | *@CIS 2701 | ACCTG 2270 | NE | NE | NE | NE |
| CSU, LONG BEACH | ACCT 201 | ACCT 310 | NE | ECON 202 | ECON 201 | (D)~~FIN 222~~ | *~~MIS 240~~ | NE | ~~MIS 202~~ | NE | MATH 114 & 115B OR 115S OR MATH 122 |
| CSU, LOS ANGELES | NE | NE | NE | NE | NE | NE | BIS 294 | NE | NE | NE | NE OR *MATH 206 & 207 |
| CSU, NORTHRIDGE | ACCT 220A | ACCT 220B | NE | ECON 16A | ECON 16B | @BLAW 280 | ACCT 223 | NE | NE | NE | *MATH 201 OR NE |
| CSU, SACRAMENTO | ACCT 1 | ACCY 2 | NE | ECON 1A | ECON 1B | @OBE 18 | MIS 5 | CS 30 | OBE 130 | NE | *MATH 21 OR NE |



BEST COPY AVAILABLE

SDSU ARTICULATION TABLE - PREPARATION FOR THE MAJOR - COLLEGE OF BUSINESS ADMINISTRATION - JANUARY 1991 (REVISION SINCE MAY 1990)

BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS - Carol Climis, Coordinator, Articulation Services

| INSTITUTIONS | ACCTG 201 | ACCTG 202 | ACCTG 201 & 202 | ECON 101 | ECON 102 | @FIN 140 | IDS 180 | +IDS 280 | IDS 290 | ECON 201 OR MATH 119 | MATH 120 OR MATH 150 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CALIFORNIA STATE UNIVERSITY SYSTEM (CONTINUED)** | | | | | | | | | | | |
| CSU, SAN BERNARDINO | NE | NE | NE | ECON 202 | ECON 200 | NE | INFMGT 220 | NE | NE | NE | NE |
| CSU, SAN MARCOS | NE | NE | NE | NE | NE | NE | *BUS 201 | NE | NE | NE | NE |
| CSU, STANISLAUS | NE | NE | NE | NE | NE | NE | BCIS 2000 | NE | NE | NE | NE |
| HUMBOLDT STATE UNIV | NE | NE | NE | NE | NE | NE | CIS 110 | NE | NE | NE | NE |
| SAN FRANCISCO STATE | NE | NE | *[]ACCT 100 & 101 | ECON 100 | ECON 101 | NE | BICS 261 | NE | NE | NE | NE |
| SAN JOSE STATE UNIV | []BUS 20 | []BUS 21 | NE | ECON 1A | ECON 1B | (D)BUS 80 | (D)BUS 91 | BUS 92 | (D)BUS 93 | NE OR (D)STAT 95 | MATH 71 OR NE |
| SONOMA STATE UNIV | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE |
| **UNIVERSITY OF CALIFORNIA SYSTEM** | | | | | | | | | | | |
| UC, BERKELEY | NO ARTICULATION AGREEMENT | | | | | | | | | | |
| UC, DAVIS | ECON 11A | ECON 11B | NE | NE | NE | @AECON 18 | NE | NE | NE | NE OR STAT 13 | NE |
| UC, IRVINE | NO ARTICULATION AGREEMENT | | | | | | | | | | |
| UC, LOS ANGELES | NO ARTICULATION AGREEMENT | | | | | | | | | | |
| UC, RIVERSIDE | NE | NE | NE | NE | NE | NE | NE | NE | NE | *STAT 40 OR *(D)STAT 40 | NE |
| UC, SAN DIEGO | NE | NE | NE | ECON 1B OR ECON 2B | ECON 1A OR ECON 2A | NE | NE | NE | NE | NE | MATH 1A OR (D)MATH 2A |
| UC, SANTA BARBARA | NO ARTICULATION AGREEMENT | | | | | | | | | | |
| UC, SANTA CRUZ | NO ARTICULATION AGREEMENT | | | | | | | | | | |
| **COMMUNITY COLLEGES (LDS) AND INDEPENDENT/PRIVATE INSTITUTIONS** | | | | | | | | | | | |
| ALLAN HANCOCK COL | *ACTG 121 & 122 | (D)ACTG 122 | NE | ECON 101 | ECON 102 | (D)BUS 110 | (D)40 101 | (D)40 110 | NE | MATH 134 OR MATH 136 | MATH 135 OR *NE |
| AMERICAN RIVER COL | ACCT 1A | ACCT 1B | NE | ECON 1A | ECON 1B | @BUS 18A | *CIS 3 & CIS 30A | CIS 36A | BUS 8 | *STAT 1 OR *STAT 1 | *MATH 42 & 43 OR MATH 64 |
| ANTELOPE VALLEY COL | *BUS 1A & 1B | NE | NE | ECON 1A | ECON 1B | @BUS 18A | CIS 40 & 42A OR []40 & 42B | CIS 44A | NE | MATH 15 OR MATH 15 | (D)MATH 14 OR NE |
| BAKERSFIELD COL | *[]BUSA 1A & 1B | (D)BUSA 2A | NE | ECON 2 | ECON 1 | @*BUSA 18A & 18B | DP 1 | DP 4 | NE | MATH 22 OR MATH 22 | MATH 2 OR NE |
| BARSTOW COL | NO ARTICULATION AGREEMENT | | | | | | | | | | |
| BUTTE COL | ACCTG 2 & 4 | NE | NE | ECON 2 | ECON 4 | @BUS 8 | CSCI 2 | CSCI 8 | NE | MATH 18 OR MATH 18 | MATH 13 OR MATH 30 |
| CABRILLO COMM COL | *[]BA 1A & 1B | (D)BA 2B | NE | ECON 1A | ECON 1B | (D)BUS 10 | (D)BUS 5 | NE | NE | BUS 9 OR MATH 12 OR BUS 9 OR MATH 12 | MATH 18 OR NE |

BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS - Carol Climie, Coordinator, Articulation Services BA. 1990-91

| INSTITUTIONS | ACCTG 201 | ACCTG 202 | ACCTG 201 & 202 | ECON 101 | ECON 102 | @FIN 140 | IDS 180 | +IDS 280 | ‡IDS 290 | ECON 201 OR MATH 119 | MATH 120 OR MATH 150 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **COMMUNITY COLLEGES (105) AND INDEPENDENT/PRIVATE INSTITUTIONS (CONTINUED)** | | | | | | | | | | | |
| CANADA COL | ACCTG 121 | ACCTG 131 | NE | ECON 100 | ECON 102 | @BUS 201 | BUS 103 | COMP 151 | BUS 401 | NE | NE |
| CERRITOS COL | *[]BUSA 11 & 12 | []BUSA 60 | NE | ECON 1.2 | ECON 1.1 | @*BA 11&12 | BSIC 46 | BCIS 58 | BCOM 48 | NE | MATH 16 OR (D)MATH 5.2 |
| CERRO COSO COMM COL | *[]BA 1A & 1B | *(D)BA 1B | NE | *ECON 1B | *ECON 1A | NE | NE | NE | NE | (D)MATH 32 OR (D)MATH 8A OR (D)MATH 5A | NE OR *(D)MATH 8A *MATH 32A & 32B |
| CHABOT COL | NE | NE | *BUS 1A & 1B & 1C | ECON 1B | ECON 1A | (D)BUS 1B | NE | CIS 64A | NE | OR NE | OR MATH 2A & 2B |
| CHAFFEY COMM COL | ---NO ARTICULATION AGREEMENT--- | | | | | | | | | | |
| CHRISTIAN HERITAGE COL | NE | NE | NE | NE | NE | NE | MATH 115 | NE | NE | *MATH 220 OR NE | NE OR MATH 180 |
| CITRUS COL | *[]ACCT 101 & 102 | NE | NE | ECON 101 | ECON 102 | @ *BUS 160 & 161 | NE | NE | NE | *MATH 165 OR *MATH 165 | MATH 162 OR (D)MATH 190 |
| CITY COL SAN FRANCISCO | ---NO ARTICULATION AGREEMENT--- | | | | | | | | | | |
| COASTLINE COMM COL | *[]ACCT 101 & 102 | *(D)ACCT 102 | NE | *ECON 180 | *ECON 185 | NE | NE | NE | NE | *(D)MATH 125 OR *(D)MATH 125 | NE OR *(D)MATH 150 |
| COL OF ALAMEDA | *[]BUS 1A & 1B | (D)BUS 1B | NE | ECON 1 | ECON 2 | @BUS 2 | NE | NE | NE | MATH 13 OR NE | NE |
| COL OF MARIN | *(D)BUAC 115 | *(D)BUAC 116 | *BUAC 115 & 116 | *ECON 101 | *ECON 102 | *(D)BUAC 136 | *CIS 110 | *(D)BUS 120 | *BUCM 115 | *ECO/MATH/-STAT 115 OR *ECO/MATH/-STAT 115 | NE OR *MATH 123 & 124 |
| COL OF SAN MATEO | []ACCTG 121 | []ACCTG 131 | NE | ECON 100 | ECON 102 | (D)BUS 201 | (D)BUS 120 | (D)BUS 210 & 214 | BUS 401 | *ECON 123 OR MTH 200 OR NE | *MATH 241 OR *(D)MATH 85A |
| COL OF THE CANYONS | *-BUS 201 & 202 | *(D)BUS 202 | NE | ECON 201 | ECON 202 | @BUS 211 | NE | NE | NE | *MATH 140 OR *MATH 140 | MATH 240 OR NE |
| COL OF THE DESERT | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE |
| COL OF THE REDWOODS | (D)ACCTG 1A | ACCTG 1B | *ACCTG 1A & 1B | ECON 1 | ECON 10 | @BUS 1B | *CIS 10 & 10L & 11 | NE | BUS 82 | MATH 15 OR MATH 23 OR MATH 29 | MATH 22 OR *MATH 104AB |
| COL OF THE SEQUOIAS | *(D)BUS 1A | *[]BUS 1B | *-[]BUS 1A & 1B | ECON 1A | ECON 1B | @BUS 1B | BUS 5 | BUS 7 | BUS 96B | MATH 21 OR *MATH 21 | NE OR *(D)MATH 5A |
| COL OF THE SISKIYOUS | NE | NE | NE | NE | NE | NE | *CSUS 1 | NE | NE | *(D)MATH 3 OR NE | NE |
| COLUMBIA COL | ---NO ARTICULATION AGREEMENT--- | | | | | | | | | | |
| COMPTON COMM COL | ---NO ARTICULATION AGREEMENT--- | | | | | | | | | | |
| CONTRA COSTA COL | ---NO ARTICULATION AGREEMENT--- | | | | | | | | | | |
| COSUMNES RIVER COL | ACCT 1A | ACCT 1B | NE | ECON 1A | ECON 1B | @BUS 1BA | *CIS 3 & 30A | CIS 30A | BUS 8 | *STAT 1 OR *STAT 1 | *MATH 42 & 43 OR NE |

| INSTITUTIONS | ACCTG 201 | ACCTG 202 | ACCTG 201 & 202 | ECON 101 | ECON 102 | @FIN 140 | IDS 280 | IDS 290 | ECON 201 OR MATH 119 | MATH 120 OR MATH 150 |
|---|---|---|---|---|---|---|---|---|---|---|
| **COMMUNITY COLLEGES (COS) AND INDEPENDENT/PRIVATE INSTITUTIONS (CONTINUED)** | | | | | | | | | | |
| CRAFTON HILLS COL | ---NO ARTICULATION AGREEMENT--- | | | | | | | | | |
| CUESTA COL | *ACCTG 1A & 1B | NE | NE | ECON 1A | ECON 1B | @BA 18 | (D)DP 46 | NE | NE | MATH 47 OR MATH 49 OR MATH 49 | MATH 45 & 65 OR MATH 65A |
| CUYAMACA COL | (D)~~BUS 120~~ | BUS 121 | *BUS 120 & 121 | ~~ECON~~ ECON 120 | ECON 121 | @BUS 125 | CSIS 110 | CSIS 130 | BOS/SUPV 128 | MATH 160 OR *MATH 160 | MATH 178 OR 180 OR MATH (D)~~MATH 130A~~ |
| CYPRESS COL | *ACCTG 101A & 101B | NE | NE | ECON 100 | ECON 105 | @MGT 241A | DP 211 & IS 111 | DP 214 | MGT 111 | NE OR (D)~~MATH 130~~ | OR NE |
| DE ANZA COL | ACCTG 1A & 1B | ACCTG 1B & 1C | NE | ECON 1 | ECON 2 | (D)~~BUS 40~~ | (D)~~BUS 4~~ | CIS 24A | BUS 85 | MATH 10 OR MATH 10 | MATH 11 & 12 OR MATH 1A & 1B |
| DIABLO VALLEY COL | *BUS 186 & 187 | NE | NE | ECON 220 | ECON 221 | NE | CS 100 OR 105 | CS 240 | BUS 250 | *BUS 240 OR MTH 142 OR *BUS 240 OR MTH 142 | ~~MATH 01 &~~ 152 OR NE |
| EAST LOS ANGELES COL | **ACCT 1 & 2 | NE | NE | *ECON 2 | *ECON 1 | NE | NE | NE | NE | *MATH 225 OR *MATH 225 | *(D)~~MATH 224~~ OR *(D)~~MATH 242~~ |
| EL CAMINO COL | *[]BUS 1A & 1B | (D)~~BUS 1B~~ | NE | ECO 1 OR 1B | ECO 2 OR 1A | (D)LAW 5 | CIS 13 | (D)~~CIS 23~~ | BUS 28 & 29 | MATH 7 OR MATH 7 | MATH 4 & 9A OR (D)~~MATH 5A~~ |
| EVERGREEN VALLEY COL | []ACCT 20 | []ACCT 21 | NE | ECON 10A | ECON 10B | @BUS 71 | (D)~~BUS~~ 44 | CIS 52 | NE | *MATH 63 OR *MATH 63 | MATH 62 OR MATH 71 |
| FASH INST DSGN & MERCH | NE | NE | NE | CNST 250 | NE | NE | NE | NE | NE | NE | NE |
| FEATHER RIVER COL | ---NO ARTICULATION AGREEMENT--- | | | | | | | | | | |
| FOOTHILL COL | **ACTG 1A & 1B | *(D)~~ACTG 1A & 1B~~ | NE | ECON 1A | ECON 1B | @BUS 1B | CIS 58X OR 60 | CIS 24A | NE | NE OR *MATH 90 | NE OR MATH 11A&B |
| FRESNO CITY COL | ACCTG 4A | ACCTG 4B | NE | ECON 1A | ECON 1B | @BUS 18A | CIS 15 | (D)~~BUS 20A~~ | (D)~~BUS 1A~~ | MATH 11 OR (D)~~BUS 22~~ | MATH 5A OR 12 OR *MATH 5A & 5B |
| FULLERTON COL | *ACCT 101A & 101B | NE | NE | ECON 102 | ECON 101 | @BUSM 241A | *CIS 111 | *CIS 214A & 214B | BUSM 111 | MATH 120 OR MATH 120 | MATH 130 OR MATH 150A |
| GAVILAN COL | ACCT 20 | NE | NE | ECON 1 | ECON 2 | NE | NE | NE | NE | NE | NE |
| GLENDALE COMM COL | ACCTG 101 & 102 | NE | NE | ECON 102 | ECON 101 | @BUSAD 120 | CS/IS 101 & 110 | CS/IS 140 OR 145 | BUSGEN 110 | ECON 107 OR (D)~~ECON 107~~ | MATH 11A & 11B OR *NE |
| GOLDEN WEST COL | *ACCTG 101 & 102 | NE | NE | ECON 285 | ECON 180 | @BUS 110 | *BDP/CSCI 130 | (D)~~BDP 170~~ | (D)~~BUS 186~~ | *MATH 160 OR *~~MATH 160~~ MATH 160 OR * MATH 160 | MATH 130 OR (D)~~MATH 180~~ *MATH 170 OR 190 |
| GROSSMONT COL | (D)~~BUS 130~~ | BUS 121 | *BUS 120 & 171 | ECON 120 | ECON 121 | @BUS 126 | CSIS 110 | CSIS 130 | BUS 128 | | |

SDSU ARTICULATION TABLE - PREPARATION FOR THE MAJOR - COLLEGE OF BUSINESS ADMINISTRATION - JANUARY 1991 (REVISION SINCE: MAY 1990)
BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS - Carol Climie, Coordinator, Articulation Services BA 1990-91

| INSTITUTIONS | ACCTG 201 | ACCTG 202 | ACCTG 201 & 202 | ECON 101 | ECON 102 | @FIN 140 | IDS 180 | +IDS 280 | %IDS 290 | ECON 201 OR MATH 119 | %MATH 120 OR /MATH 150 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **COMMUNITY COLLEGES (105) AND INDEPENDENT/PRIVATE INSTITUTIONS (CONTINUED)** | | | | | | | | | | | |
| HARTNELL COL | *[]BA 1A & 1B | (D)BA 1B | NE | ECON 1 | ECON 5 | (D)BUS 1B | CIS 11 | (D)GIS 12 | NE | NE | NE OR MATH 3A |
| IMPERIAL VALLEY COL | (D)BUS 1A | BUS 1B | *BUS 1A & 1B | ECON 1 | ECON 2 | @BUS 5A | *CIS 1 | **CIS 10 & 11 | BUS 42 | *BUS 26 OR MTH 12 OR PSY 13 OR *BUS 26 OR MTH 12 OR PSY 13 | MATH 3A OR 15 OR MATH 3A |
| IRVINE VALLEY COL | []ACCTG 1A | []ACCTG 1B | NE | ECON 2 | ECON 1 | @MGT 12A & 12B | CIS 1 | (D)GBS 30A & 30AB | MGT 104 | (D)MATH-10 OR (D)MATH-10 | MATH 11 OR (D)MATH-3A |
| KINGS RIVER COMM COL | *BA 1A & 1B | NE | NE | ECON 1A | ECON 1B | (D)BA 1B | IS 21 | NE | NE | NE | NE |
| LAKE TAHOE COMM COL | *BUS 101 & 102 | BUS 103 | *BUS 101 & 102 & 103 | ECON 101 | ECON 102 | @BUS 104 | (D)GBS 10F | GBS 104 | BUS 111 | NE | *MATH 115 & 116 OR MATH 105 & 106 |
| LANEY COL | NE | NE | NE | *ECON 1 | *ECON 2 | NE | NE | *(D)BUS 16 | NE | *MATH 13 OR *MATH 13 | NE OR *(D)MATH-3A |
| LASSEN COL | ----------NO ARTICULATION AGREEMENT---------- | | | | | | | | | | |
| LONG BEACH CITY COL | (D)ACCTG 1A | (D)ACCTG 1B | *ACCTG 1A & 1B | ECON 1A | ECON 1B | (D)LAW 18A | (D)GBIS 6 & 7 | (D)GBIS-35A | NE | NE OR (D)STAT 1 | MATH 47 OR (D)MATH 60 |
| L.A. CITY COL | **ACCT 1 & 2 | *(D)ACCT 2 | NE | ECON 2 | ECON 1 | NE | NE | NE | NE | *(D)MTH 2-25 OR *MATH 225 | MATH 236 OR (D)MATH-261 |
| L.A. HARBOR COL | *ACCTG 1 & 2 | *ACCT 20 | NE | ECON 2 | ECON 1 | @BUS 5 | CIS 1 & 2 | (D)BIS 25 | BUS 32 | MATH 225 OR MATH 225 | MATH 235 & 236 OR NE |
| L.A. MISSION COL | ----------NO ARTICULATION AGREEMENT---------- | | | | | | | | | | |
| L.A. PIERCE COL | *ACCTG 1 & 2 | []ACCTG 20 | NE | ECON 2 | ECON 1 | @BUS 5 & 6 | CSIT 501 | (D)BUS 51B | OA 32 | MATH 225 OR (D)BUS 15 | MATH 255 OR MATH 261 |
| L.A. SOUTHWEST COL | ----------NO ARTICULATION AGREEMENT---------- | | | | | | | | | | |
| L.A. TRADE-TECH COL | **ACCT 1 & 2 | *(D)ACCT 2 | NE | *ECON 2 | *ECON 1 | **BUS 5 | NE | NE | NE | *(D)MTH 25 OR *(D)MTH 225 | NE OR *(D)MATH 265 |
| L.A. VALLEY COL | **ACCT 1 & 2 | *ACCT 20 | NE | *ECON 2 | *ECON 1 | *(D)BUS 6 | []CSIT 806 & 860 | *CSIT 815 | *BUS/OF ADM 32 | *(D)MTH 22 OR *MTH 225 OR STAT 1 | *(D)MATH 265 (D)MATH 266 OR NE |
| LOS MEDANOS COL | NE | NE | NE | NE | NE | NE | NE | NE | NE | MATH 34 OR MATH 34 | MATH 375 OR NE |
| MARYMOUNT COL | *[]BUS 100 & 100L & 101 | (D)BUS 101 | NE | ECO 220 | ECO 221 | @BUS 260 | NE | NE | NE | (D)MATH 270 OR *MATH 270 | NE OR *MATH 130 & 131 |

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BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS - Carol Climie, Coordinator, Articulation Services

B.A. 1990-91

| INSTITUTIONS | ACCTG 201 | ACCTG 202 | ACCTG 201 & 202 | ECON 101 | ECON 102 | BFLN 140 | IDS 180 | +IDS 280 | %IDS 290 | ECON 201 OR MATH 119 | $MATH 120 /MATH 150 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| COMMUNITY COLLEGES (10S) AND INDEPENDENT/PRIVATE INSTITUTIONS (CONTINUED) | | | | | | | | | | | |
| MENDOCINO COL | *+[]BUS 200 & 201 | []BUS 104 | NE | ECON 200 | ECON 201 | @*BUS 210 & 211 | (D)GIS 202 OR 203 | NE | (D)BPE 200 | MTH 230 OR MTH 230 | (D)MATH 200 OR *MTH 210 & 211 |
| MERCED COL | ACCTG 4A | ACCTG 4B | NE | ECON 1A | ECON 1B | @BUS 18A | CS 1 | *(D)GS 10 | BUS 13 | *MATH 10 OR *MATH 10 | NE |
| MERRITT COL | NO ARTICULATION AGREEMENT | | | | | | | | | | |
| /MIRA COSTA COL | NE | NE | *[]BUS 201 & 202 | ECON 101 | ECON 102 | @BUS 140 | *CIS 101 | CIS 280 | BUS 290 | MATH 103 OR *MATH 103 | MATH 115 OR 150 OR *MATH 150 & 155 |
| MISSION COL | NE | ACCTG 1B | *ACCTG 1A & 1B | ECON 1A | ECON 1B | @BUS 28A | BUS 21 | CIS 5A | BUS 7B | NE | NE |
| MODESTO JUNIOR COL | *BUSAD 201 & 202 | NE | NE | ECON 101 | ECON 102 | @BUSAD 218 | CMPSC 202 OR 205 | (D)CMPSC 221 | BUSAD 210 | (D)MATH 134 OR MATH 134 | NE |
| MONTEREY PENINSULA COL | []BUS 101 | []BUS 102 | NE | ECON 101 | ECON 102 | (D)BUS 110 | *CSIS 100 | NE | NE | NE | NE OR (D)MATH 126 |
| MOORPARK COL | NE | *NE | *+[]BUS 2A & 2B & 2C | ECON 2 | ECON 1 | NE | CIS 1 | (D)GIS 4A | NE | (D)MATH 15 OR MATH 15 | NE OR MATH 25A |
| MOUNT ST MARY'S COL | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE |
| MT SAN ANTONIO COL | *[]BUSA 7 & 8 | (D)BUSA 8 | NE | BUSC 1A | BUSC 1B | @BUSL 18 | CIS 10A | (D)GIS 26 | BUSO 25 | MATH 110 OR *MATH 110 | *MATH 120 & 140 OR MATH 180 & 181 |
| MT SAN JACINTO CO. | *BUS 124 & 125 | NE | NE | ECON 201 | ECON 202 | @*BUS 201 & 202 | (D)GIS 115 | NE | NE | NE OR (D)MATH 148 | NE OR MATH 212 |
| NAPA VALLEY COL | *BUS 125 & 140 | NE | NE | ECON 100 | ECON 101 | @BUSI 103 | COMS 100 & 120 OR 100 & 121 | COMS 130 | BUS 105 | NE | MATH 115 OR MATH 120 & 121 |
| NATIONAL UNIV | NO ARTICULATION AGREEMENT | | | | | | | | | | |
| ONLONE COL | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE |
| ORANGE COAST COL | *ACCTG 101 & 102 | NE | NE | ECON 180 | ECON 185 | @BUS 110 | GIS 111 & 175 | CIS 120 | ADMSER 139 OR ENGL 105 | MATH 160 OR MATH 160 | MATH 15 157 OR NE |
| OXNARD COL | BUS 101A | BUS 101B | NE | ECON 101 | ECON 102 | @*BUS 111A & 111B | *BUS 151 | *+BIS 154A & B | *BUS 140 | MATH 105 OR *MATH 105 | (D)MATH 106 OR (D)MATH 120 |
| /POLOMAR COL | *ACCT 100 & 101 | ACCT 102 | *ACCT 100 &101 & 102 | ECON 101 | ECON 102 | @BUS 115 | *CIS 100 & 115 OR 100 & 205 OR 105 & 115 OR 105 & 205 | CIS 210 | BUS 205 | MATH 120 OR MATH 120 | MATH 125 OR 130 OR MATH 140 |
| PALO VERDE COL | NO ARTICULATION AGREEMENT | | | | | | | | | | |

| INSTITUTIONS | ACCTG 201 | ACCTG 202 | ACCTG 201 & 202 | ECON 101 | ECON 102 | @FIN 140 | IDS 180 | +IDS 280 | %IDS 290 | ECON 201 OR MATH 119 | $MATH 120 OR #MATH 150 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| COMMUNITY COLLEGES (IOS) AND INDEPENDENT/PRIVATE INSTITUTIONS (CONTINUED) | | | | | | | | | | | |
| PASADENA CITY COL | NE | NE | NE | *ECON 1A | *ECON 1B | NE | NE | NE | NE | *STAT 90 OR *(D)~~STAT 90~~ | NE OR *(D)~~MATH A~~ |
| POINT LOMA NAZARENE COL | ---------- NO ARTICULATION AGREEMENT ---------- | | | | | | | | | | |
| PORTERVILLE COL | *~~ACCT~~ 1A & 1B | *(D)~~ACCT 1B~~ | NE | *ECON 12 | *ECON 11 | *(D)~~BUS AD~~ 1C | *(D)~~GB 30~~ | NE | NE | NE | NE |
| RANCHO SANTIAGO COL | NE | NE | NE | ECON 120 | ECON 121 | NE | NE | NE | NE | *MATH/SOC SCI 219 OR NE | NE |
| RIO HONDO COL | ---------- NO ARTICULATION AGREEMENT ---------- | | | | | | | | | | |
| RIVERSIDE COMM COL | (D)~~ACTG 1A~~ | ACTG 1B | *ACCTG 1A & 1B | ECON 7 | ECON 8 | (D)~~BSAD 48A~~ | (D)~~GIS 2~~ & 10 | (D)~~GIS 13A~~ | (D)~~OPPAD 30~~ | NE OR (D)~~MATH 42~~ | MATH 5 OR (D)~~MATH 1A~~ |
| SACRAMENTO CITY COL | ACCT 1A | ACCT 1B | NE | ECON 1A | ECON 1B | @BUS 18A | CIS 2 | CIS 36A | BUS 8 | *ECON 2 OR STAT 1 OR *ECON 2 OR STAT 1 | *MATH 42 & 43 OR *(D)~~MATH 9A~~ |
| SADDLEBACK COL | *ACCTG 1A & 1B | ACCTG 1B | NE | ECON 2 | ECON 1 | *@MGT 12A | CIM 1A | *CIM 3A&B | MGT 104 | MATH 10 OR MATH 10 | MATH 11 OR MATH 3A |
| SAN DIEGO CITY COL | ACCT 116A | ACCT 116B | NE | *ECON 120 | *ECON 121 | @BUSE 140 | CISC 150 & 158 OR 180 & 180L | CISC 184 & 184L | BUSE 119 | MATH 119 OR MATH 119 | MATH 120 OR 121 & 122 OR 150 OR MATH 150 |
| SAN DIEGO MESA COL | ---------- SEE SAN DIEGO CITY COL (ABOVE) ---------- | | | | | | | | | | |
| SAN DIEGO MIRAMAR COL | ---------- SEE SAN DIEGO CITY COL (ABOVE) ---------- | | | | | | | | | | |
| SAN JOAQUIN DELTA COL | *[]BUS 1A & 1B OR 3 | []BUS 4 | *[]BUS 1A & 1B & 4 OR 3 & 4 | ECON 1A | ECON 1B | @BA 18A | NE | CS 24A & B | BUS 87 | MATH 12 OR (D)~~MATH 1B~~ | MATH 13 OR NE |
| SAN JOSE CITY COL | []ACCT 20 | []ACCT 21 | NE | ECON 10A | ECON 10B | @BUS 71 | (D)~~GIS 41~~ | CIS 52 | NE | *MATH 63 OR *MATH 63 | MATH 62 OR MATH 71 |
| SANTA BARBARA CITY COL | (D)~~ACCTG 1~~ | ACCTG 2 | *ACCTG 1 | ECON 1 | ECON 2 | (D)BUS&AW 1 OR 2 | *CIS 101 & 101L | NE | NE | MATH 17 OR PSY 5/MT 16 OR MATH 17 | (D)~~MATH 1B~~ OR MATH 25 |
| SANTA MONICA COL | (D)~~ACCTG 1~~ | []ACCTG 2 | *[]ACCTG 1 & 2 | ECON 2 | ECON 1 | (D)BUS 5 | NE | NE | BUS 32 | *(D)~~MATH 52~~ OR MATH 52 | MATH 23 OR *(D)~~MATH 9~~ |
| SANTA ROSA JUNIOR COL | B AD 1 | B AD 2 | NE | ECON 1A | ECON 1B | BB AD 1B | CIS 66 | CIS 12A | B MG 52 | MATH 15 OR 15 OR MATH 13 | MATH 16 OR MATH 1A |
| SHASTA COL | BUS 2 | BUS 4 | NE | ECON 1B | ECON 1A | @BUS 6 & 8 | MGTINF 20 | NE | BUS 66 | NE | NE |
| SIERRA COL | BUS 1 & 2 | BUS 3 | NE | ECON 1A | ECON 1B | (D)BUS 46 | CS 10 | CS 25 (4.0) | BUS 85 & 125 | *MATH 13 OR 14 OR *MATH 13 OR 14 | MATH 20 & 42 OR *(D)~~MATH 9~~ |

BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS - Carol Cilata, Coordinator, Articulation Services B.A. 1990-91

| INSTITUTIONS | ACCTG 201 | ACCTG 202 | ACCTG 201 & 202 | ECON 101 | ECON 102 | @FIN 140 | IDS 180 | +IDS 280 | %IDS 290 | ECON 201 OR MATH 119 | $MATH 120 OR &MATH 150 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **COMMUNITY COLLEGES (105) AND INDEPENDENT/PRIVATE INSTITUTIONS (CONTINUED)** | | | | | | | | | | | |
| SKYLINE COL | NE | NE | NE | *ECON 100 | *ECON 102 | NE | *DP 110 | (D)BP 155 | *(D) BPAB -401-- | *BUS 123/-MATH 200 OR *BUS 123/-MATH 200 | NE OR *MATH 251 & 252 |
| SOLANO COMM COL | (D)BUS 1 | []BUS 2 | NE | ECON 1 | ECON 2 | @*BUS 18 & 19 | *(D)BIP 1 & 2 | BIP 10 | NE | MATH 11 OR MATH 11 | MATH 30 OR MATH 20 |
| SOUTHWESTERN COL | (D)ACCT 101 | *ACCT 102 | *&ACCT 101 & 102 | ECON 101 | ECON 102 | @BUS 140 | CIS 101 | CIS 110 | BUS 212 | *MATH 119 OR *MATH 119 | MATH 120 OR 121 & 122 OR 245 & 246 OR 250 OR MTH 245 & 246 OR MATH 250 |
| TAFT COL | ----------NO ARTICULATION AGREEMENT---------- | | | | | | | | | | |
| T S INTERNATIONAL VWLY | ----------NO ARTICULATION AGREEMENT---------- | | | | | | | | | | |
| UNIV OF SAN DIEGO | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE | NE |
| VENTURA COL | *BUS 1A & 1B | NE | NE | ECON 1A | ECON 1B | @BUS 33 | BIS 1 & 6A | *(D)BUS 44 | NE | *MATH 44 OR *MATH 44 | NE OR *MATH 21A |
| VICTOR VALLEY COL | *[]BA 1A & 1B OR 2A & 2B | []BA 3 | NE | ECON 1A | ECON 1B | @*BUSAD 17 & 18 | CS 1 | *CS 12A | (D)BUSAD 44 | MATH 20 OR MATH 20 | (D)MATH 4 OR *(D)MATH 25A |
| VISTA COL | ----------NO ARTICULATION AGREEMENT---------- | | | | | | | | | | |
| WEST HILLS COL | *[]BUS 1A & 1B | *(D)BUS 1B | NE | *ECON 1A | *ECON 1B | NE | NE | *(D)BUS 12 | *(D)BUS 28 | MATH 25 OR *MATH 25 | NE OR *(D)MATH 14 |
| WEST LOS ANGELES COL | NE | NE | *[]ACCT 1 & 2 & 20 | *ECON 1A | *ECON 1B | NE | NE | *(D)CO BUS 915 | NE | *MATH 225 & 226 OR *MATH 225 & 226 | NE OR *(D)MATH 251 |
| WEST VALLEY COL | *ACCTG 10 & 11 | NE | NE | ECON 1A | ECON 1B | @BUS 28A | CIS 2 | CIS 5A | BUS 78 | MATH 10 OR MATH 10 | MATH 12 OR (D)MATH 3A |
| YUBA COL | *[]ACCT 1L OR *[]ACCT 1 & 2 | *[]ACCT 2L | *&[]ACCT 1L & 2L | ECON 1A | ECON 1B | @GBUS 18A | NE | *(D)COMSCI 4 | NE | NE | *MATH 9 OR *MATH 1A & 1B |

CEC:cc 01/14/91

COMPUTER INFORMATION SYSTEMS - 1990-91 ACADEMIC YEAR
ARTICULATION GRID FOR SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES
APPROVED AND AUTHORIZED BY INSTITUTION REPRESENTATIVES - FEBRUARY 1991

NOTE: THE PURPOSE OF THIS GRID IS TO REFLECT COMPARABLE/EQUIVALENT COURSE OFFERINGS BETWEEN THE SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES SO THAT STUDENTS WILL NOT TAKE DUPLICATE COURSES. THE COURSES IDENTIFIED ON THIS GRID HAVE BEEN REVIEWED BY DEPARTMENTAL AND INSTITUTIONAL REPRESENTATIVES PRIOR TO AUTHORIZATION.

| CUYAMACA | GROSSMONT | IMPERIAL VLY | •MIRA COSTA | •PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|
| CSIS 110 | CSIS 110 | CIS 1 | CIS 101 & 250 | CIS 100 & 115 OR 100 & 205 OR 105 & 115 OR 105 & 205 | CIS 150 & 158 OR 180 & 180L | CIS 101 |
| CT 127 | CSIS 115 | CIS 12/MATH 57 | CIS 250 | CIS 115 | CIS 158 & 158L | CIS 111 |
| CT 120 | NE | NE | OIS 101 | CIS 105 | NE | CL 115 |
| CSIS/BUS 174 | CIS/BUS 174 | NE | OIS 150 & 164 | CIS 120 | CIS 110 | NE |
| NE | CSIS 155 | NE | NE | CIS 205 | CIS 198 & 198L | NE |
| CSIS/BUS 176 | CSIS/BUS 176 | CIS 22 | BUS 148 | CIS 109 | NE | BUS 12 |
| CSIS 130 | CSIS 130 | CIS 10 & 21A/C | CIS 280 | CIS 210 | CIS 184 & 184L | CIS 110 |
| NE | CSIS 230 | CIS 11 & 21A/C | NE | CIS 211 | CIS 204 & 204L | CIS 210 |
| CT 125 | CSIS 165 | NE | NE | CIS 215 | CIS 202 & 202L | CIS 211 |
| NE | CSIS 220 | NE | NE | CIS 245 | CIS 210 | CIS 216 |
| CT 130 | CSIS 290 | MATH 58 | CIS 270 | CIS 100 & 220 | MATH 107 | MATH 130 |
| CT 129 | MATH 150 | CIS 14/MATH 47 | CIS/ENGR 260 | CIS 230 OR CIS 100 & 146 | ENGR 115 (M) | MATH 150 |
| CT 132 | CSIS 296 | NE | CIS 290 | CIS 235 | CIS 235 & 235L | CIS 262 |
| NE | CSIS 125 | NE | NE | CIS 240 | CIS 195 & 195L | CIS 113 |
| ENGR 120 OR CT 129 | MATH 150 | NE | CIS/ENGR 260 | CIS/MATH 146 | CIS 154 & 154L | NE |
| NE | CSIS 240 | NE | NE | CIS 250 | CIS 170 & 170L | NE |
| NE | CSIS 291 | NE | NE | CIS 221 | MATH 108 & 108L | MATH 140 |
| CSIS 173 | CSIS/BUS 173A | NE | OIS 176 | CIS 127 (1) | NE | CIS 137 |
| CT 131 | CSIS 294 | NE | NE | NE | CIS 230 & 230L | NE |

NE = No comparable/equivalent course exists.
• = New course numbers 1990-91. No change course content.
++ = SDCCD - Courses offered at all campuses unless noted: C = City, M = Mesa, MIR = Miramar.

Jerry Humpert, Articulation Officer 11/06/90
CUYAMACA COLLEGE REPRESENTATIVE DATE

Joanne Prescott, Articulation Officer 11/16/90
GROSSMONT COLLEGE REPRESENTATIVE DATE

Ruth Cranley, Articulation Officer 10/02/90
IMPERIAL VALLEY COLLEGE REPRESENTATIVE DATE

Mary Jennings-Smith, Articulation Officer 11/01/90
MIRA COSTA COLLEGE REPRESENTATIVE DATE

Robert Larson, Articulation Officer 02/13/91
PALOMAR COLLEGE REPRESENTATIVE DATE

Catherine Stoll, District Articulation Coord. 02/20/91
SD COMMUNITY COLLEGE DISTRICT REPRESENTATIVE DATE

Barry Horlor, Articulation Officer 10/29/90
SOUTHWESTERN COLLEGE REPRESENTATIVE DATE

NOTE: All official signatures of the above college representatives are on file in the Articulation Services office at San Diego State University

CEC:cc 02/20/91

# GENERAL BUSINESS GRID - 1990-91 ACADEMIC YEAR

## ARTICULATION GRID FOR SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES

## APPROVED AND AUTHORIZED BY INSTITUTION REPRESENTATIVES - FEBRUARY 1991

NOTE: THE PURPOSE OF THIS GRID IS TO REFLECT COMPARABLE/EQUIVALENT COURSE OFFERINGS BETWEEN THE SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES SO THAT STUDENTS WILL NOT TAKE DUPLICATE COURSES. THE COURSES IDENTIFIED ON THIS GRID HAVE BEEN REVIEWED BY DEPARTMENTAL AND INSTITUTIONAL REPRESENTATIVES PRIOR TO AUTHORIZATION.

KEY

NE = No comparable/equivalent course exists
++ = SDCCD - Courses offered at all campuses unless noted: C = City, M = Mesa, MIR = Miramar
• = New course numbers for 1990-91 No change in course content.

| CUYAMACA | GROSSMONT | IMPERIAL VLY | •MIRA COSTA | •PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|
| BUS/CSIS 100 | BUS/CSIS 100 | BUS 25 | OIS 100 OR 101 | BUS 165 | OIS 164 | BUS 70 OR 180 |
| BUS/CSIS 173 | BUS/CSIS 173 | NE | OIS 176 & 177 | BUS 170 | OIS 165 OR 165A OR 165B | CIS 131 |
| NE | BUS 222 | BUS 22A | OIS 170 OR 172 OR 174 | OFED 130 (MODS 1 OR 2 OR 3) | OIS 166 | BUS 241 |
| NE | BUS 229 | BUS 22B | NE | NE | OIS 168A OR 168B | BUS 242 |
| NE | BUS 273 | NE | OIS 171 OR 173 OR 175 | NE | OIS 170 | BUS 244 |
| NE | BUS 101 | BUS 20 | OIS 101 & 102 | OFED 101 | OIS 101 | BUS 70 OR 71 OR BUS 180 |
| NE | BUS 102 | BUS 21A | OIS 103 & 104 | OFED 102 | OIS 107 | BUS 75 OR 85 OR BUS 182 |
| NE | BUS 201 | BUS 21B | NE | OFED 103 | OIS 109 | NE |
| NE | BUS 105 | BUS 31A OR 31B | OIS 141 & 142 | OFED 145 | OIS 118 | BUS 201 |
| NE | BUS 106 | BUS 32A OR 32B | OIS 143 & 144 | OFED 146-MOD 1 | OIS 121 | BUS 202 |
| NE | BUS 205 | NE | NE | OFED 146-MODS 2 OR 3 | OIS 123 | BUS 202 |
| BUS 130 | BUS 130 | BUS 23 | OIS 148 (1.0) | OFED 110 | NE | BUS 78 (1.0) |
| BUS 109 | BUS 109 | BUS 10A OR 10B | BUS 101 | BUS 105 | ACCT 102 | BUS 7 |
| BUS 110 | BUS 110 | BUS 2 | NE | BUS 100 | BUS 100 | BUS 120 |
| SUPV 120 | BUS 115 | BUS/HR 7 | BUS 136 | BMGT/SUPV 120 | BUS 150 | BUS 152 |
| NE | BUS 116 | BUS 80 OR HT 3 | NURS 155 | MA 55 | MEDASST 110 (M) | BUS 230 |
| NE | BUS 118 | NE | BUS 134 | BUS 145 | MKT 110 | BUS 172 |
| NE | BUS 127 | BUS 41 | OIS 138 | BUS 125 | BUS 92 OR 119 OR OIS 115 | BUS 210 |
| NE | BUS 138 | NE | BUS 189 | BUS 130 | FASH 110 (M) | NE |

(CONTINUED)

| CUYAMACA | GROSSMONT | IMPERIAL VLY | •MIRA COSTA | •PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|
| BUS 142 | BUS 142 | BUS 14 | BUS 135 | BUS 140 | NE | BUS 176 |
| NE | BUS 144 | NE | BUS 138 | BUS 150 | MKT 130 | BUS 178 |
| BUS 146 | BUS 146 | BUS 4 | BUS 132 | BUS 155 | NE | BUS 174 |
| NE | BUS/FCS 148 | NE | BUS 188 | FASH 125 | FASH 115 (M) OR MKT 150 (C) | BUS 170 |
| BUS 150 | BUS 150 | NE | BUS 145 | ACCT 105 | NE | BUS 109 |
| NE | BUS 152 | MATH 51 | BUS 158 | BUS 110 | BUS 45 OR 101 | BUS 77 |
| BUS 156 | BUS 156 | BUS 3 | NE | BMGT 115 | NE | BUS 150 |
| BUS 195 | BUS/FCS 195 | NE | BUS 147 | BUS 135 | CS 110 | FCS 140 |

NE = No comparable/equivalent course exists
++ = SDCCD - Courses offered at all campuses unless noted: C = City, M = Mesa, MIR = Miramar
• = New course numbers for 1990-91 No change in course content.

Jerry Humpert, Articulation Officer 11/06/90
CUYAMACA COLLEGE REPRESENTATIVE DATE

Joanne Prescott, Articulation Officer 10/09/90
GROSSMONT COLLEGE REPRESENTATIVE DATE

Ruth Cranley, Articulation Officer 10/02/90
IMPERIAL VALLEY COLLEGE REPRESENTATIVE DATE

Mary Jennings-Smith, Articulation Officer 11/01/90
MIRA COSTA COLLEGE REPRESENTATIVE DATE

CEC:cc 02/20/91

Robert Larson, Articulation Officer 02/11/91
PALOMAR COLLEGE REPRESENTATIVE DATE

Catherine Stoll, District Articulation Coord. 02/20/91
SD COMMUNITY COLLEGE DISTRICT REPRESENTATIVE DATE

Barry Horlor, Articulation Officer 10/29/90
SOUTHWESTERN COLLEGE REPRESENTATIVE DATE

NOTE: All official signatures of the above college representatives are on file in the Articulation Services office at San Diego State University.

REAL ESTATE - 1990-91 ACADEMIC YEAR
ARTICULATION GRID FOR SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES
APPROVED AND AUTHORIZED BY INSTITUTION REPRESENTATIVES - FEBRUARY 1991

NOTE: THE PURPOSE OF THIS GRID IS TO REFLECT COMPARABLE/EQUIVALENT COURSE OFFERINGS BETWEEN THE SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES SO THAT STUDENTS WILL NOT TAKE DUPLICATE COURSES. THE COURSES IDENTIFIED ON THIS GRID HAVE BEEN REVIEWED BY DEPARTMENTAL AND INSTITUTIONAL REPRESENTATIVES PRIOR TO AUTHORIZATION.

| CUYAMACA | GROSSMONT | IMPERIAL VLY | •MIRA COSTA | •PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|
| RE 125 | NE | NE | NE | RE 155 | ESCROW 101 | RE 120 |
| RE 126 | NE | NE | NE | RE 156 | ESCROW 111 (M) | NE |
| RE 127 | NE | NE | NE | NE | NE | NE |
| RE 190 | NE | BUS 90 | REAL 100 | RE 100 | RE 101 | RE 101 |
| RE 191 | NE | BUS 91 | REAL 280 | RE 115 | RE 120 | RE 102 |
| RE 192 | NE | BUS 93 | REAL 120 | RE 105 | RE 115 | RE 104 |
| RE 193 | NE | BUS 92A | REAL 110 | RE 120 | RE 105 | RE 106 |
| RE 194 | NE | BUS 94A | REAL 130 | RE 110 | RE 110 | RE 110 |
| RE 197 | NE | BUS 95 | REAL 206 | RE 130 | RE 125 | RE 108 |
| RE 201 | NE | BUS 96 | REAL 250 | RE 140 | RE 130 | RE 114 |

NE = No comparable/equivalent course exists. (Grossmont College does not offer this lower division curriculum.)
++ = SDCCD - Courses offered at all campuses unless noted: C = City, M = Mesa, MIR = Miramar.
• = New course numbers for 1990-91. No change in course content.

Jerry Humpert, Articulation Officer — 11/06/90
CUYAMACA COLLEGE REPRESENTATIVE — DATE

Joanne Prescott, Articulation Officer — 10/09/90
GROSSMONT COLLEGE REPRESENTATIVE — DATE

Ruth Cranley, Articulation Officer — 10/02/90
IMPERIAL VALLEY COLLEGE REPRESENTATIVE — DATE

Mary Jennings-Smith, Articulation Officer — 11/01/90
MIRA COSTA COLLEGE REPRESENTATIVE — DATE

CEC:cc 02/20/91

Robert Larson, Articulation Officer — 02/11/91
PALOMAR COLLEGE REPRESENTATIVE — DATE

Catherine Stoll, District Articulation Coord. — 02/20/91
SD COMMUNITY COLLEGE DISTRICT REPRESENTATIVE — DATE

Barry Horlor, Articulation Officer — 10/29/90
SOUTHWESTERN COLLEGE REPRESENTATIVE — DATE

NOTE: All official signatures of the above college representatives are on file in the Articulation Services office at San Diego State University.

SUPERVISION - 1990-91 ACADEMIC YEAR
ARTICULATION GRID FOR SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES
APPROVED AND AUTHORIZED BY INSTITUTION REPRESENTATIVES - FEBRUARY 1991

NOTE: THE PURPOSE OF THIS GRID IS TO REFLECT COMPARABLE/EQUIVALENT COURSE OFFERINGS BETWEEN THE SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES SO THAT STUDENTS WILL NOT TAKE DUPLICATE COURSES. THE COURSES IDENTIFIED ON THIS GRID HAVE BEEN REVIEWED BY DEPARTMENTAL AND INSTITUTIONAL REPRESENTATIVES PRIOR TO AUTHORIZATION.

| CUYAMACA | GROSSMONT | IMPERIAL VLY | •MIRA COSTA | •PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|
| SUPV 110 | NE | BUS 6 | SUPR 150 | BMGT/SUPV 100 | SUPV 101 | SUPR 101 |
| SUPV 111 | NE | NE | NE | NE | NE | NE |
| SUPV 112 | NE | NE | NE | NE | NE | NE |
| SUPV 113 | NE | NE | NE | NE | NE | NE |
| SUPV 120 | NE | BUS 7 | BUS 136 | BMGT/SUPV 120 | BUS 150 | SUPR 102 |
| SUPV 126 | NE | NE | NE | NE | NE | NE |
| BUS/SUPV 128 | BUS 128 | BUS 42 | SUPR 163 | BUS 205 | BUS 119 | BUS 211 |
| BUS/SUPV 155 | BUS 155 | BUS 8 | NE | BMGT/SUPV 115 | SUPV 150 | SUPR 106 & 107 & 108 OR 108 & 113 & 120 |
| SUPV 230 | NE | NE | BUS 290 | SUPV 110 | BUS 119 | SUPR 132 |

NE = No comparable/equivalent course exists.
++ = SDCCD - Courses offered at all campuses unless noted: C = City, M = Mesa, MIR = Miramar.
• = New course numbers for 1990-91. No change in course content.

Jerry Humpert, Articulation Officer 11/06/90
CUYAMACA COLLEGE REPRESENTATIVE DATE

Joanne Prescott, Articulation Officer 10/09/90
GROSSMONT COLLEGE REPRESENTATIVE DATE

Ruth Cranley, Articulation Officer 10/02/90
IMPERIAL VALLEY COLLEGE REPRESENTATIVE DATE

Mary Jennings-Smith, Articulation Officer 11/01/90
MIRA COSTA COLLEGE REPRESENTATIVE DATE

CEC:cc 02/20/91

Robert Larson, Articulation Officer 02/11/91
PALOMAR COLLEGE REPRESENTATIVE DATE

Catherine Stoll, District Articulation Coord. 02/20/91
SD COMMUNITY COLLEGE DISTRICT REPRESENTATIVE DATE

Barry Horlor, Articulation Officer 10/29/90
SOUTHWESTERN COLLEGE REPRESENTATIVE DATE

NOTE: All official signatures of the above college representatives are on file in the Articulation Services office at San Diego State University.

NURSING MAJOR - B.S. DEGREE IN APPLIED ARTS AND SCIENCES
PREPARATION FOR THE MAJOR REQUIREMENTS AT SAN DIEGO STATE UNIVERSITY
ARTICULATION TABLE FOR SAN DIEGO COUNTY COMMUNITY COLLEGES - PREPARED BY CAROL CLIMIE-LEE, SDSU ARTICULATION COORDINATOR - 05/13/91
BASED ON SDSU'S 1991-92 ARTICULATION AGREEMENTS

IMPACTED PROGRAM. The nursing major is designated as an impacted program and specific regulations related to admissions are imposed. Consult "Locally and Statewide Impacted Programs" in the "Admissions" section of the 1991-92 San Diego State University General Catalog for regulations.

NOTES: A minor is not required with this major. Preparation for the major consists of 26 units. Nursing majors are advised to consult with the School of Nursing office (after matriculation to SDSU) on a semester basis for program modifications or policy revisions. Students are strongly encouraged to complete the English and Oral Communication general education requirements early in their college career to enable them to qualify for licensure.

KEY

* - Indicates additions and/or changes.
(D) - Denied - Not acceptable as comparable or equivalent to an SDSU course.
\+ - Transfer course(s) acceptable for "substitution" to fulfill SDSU course requirement(s).
* - Sequence/courses must be completed at institution offering courses.
NE - No comparable/equivalent course articulation established.
++ - SDCCD - Courses offered at all campuses unless noted: C = City, M = Mesa, MIR = Miramar
# - Preferred course(s).

PREREQUISITE COURSES. The following courses, or their equivalents, and course grades are required for admission to the nursing program:

| SDSU COURSE REQUIREMENTS | CUYAMACA | GROSSMONT | IMPERIAL VLY | MIRA COSTA | PALOMAR | SDCCD++ | SOUTHWESTERN |
|---|---|---|---|---|---|---|---|
| COURSE GRADE REQUIREMENT (C OR BETTER) IN EACH OF THESE REQUIRED UNIVERSITY COURSES. | | | | | | | |
| MICROBIO BIOL 210 | NE | BIOL 152 | BIOL 21 | BIOL 230 | MICR 200 | BIOL 205 | BIOL 265 |
| ORGANIC CHEM 130 | NE | CHEM 116 | +CHEM 12 | CHEM 120 | CHEM 105 | CHEM 130 & 130L (C,M) | CHEM 110 |
| PSYCHOLOGY PSY 101 | PSY 120 | PSY 120 | PSY 1A | PSY 101 | PSYC 100 | PSYC 101 | PSY 101 |
| SOCIOLOGY SOC 101 | SOC 120 | SOC 120 | SOC 1 | SOC 101 | SOC 100 | SOCO 101 | SOC 101 |
| COURSE GRADE REQUIREMENT (B OR BETTER) IN EACH OF THESE REQUIRED UNIVERSITY COURSES. | | | | | | | |
| ANATOMY BIOL 150 | NE | BIOL #140 | ANAT 8 | BIOL 210 | ZOO #200; OR 201 & 201L | BIOL 230 | BIOL 260 |
| PHYSIOLOGY BIOL 261 | NE | BIOL 141 & 142 | PHYSIO 1 | BIOL 220 | ZOO 205 & 205L | BIOL 235 | *BIOL 261 |
| A&P BIOL 150 & 261 | NE | *BIOL 144 & 145 | NE | NE | NE | NE | NE |

MINIMUM GRADE POINT AVERAGE. Applicants must complete the six prerequisite courses (identified above) with a minimum overall grade point average of 2.50.

UPON ACCEPTANCE INTO THE PROGRAM (Note: Some of the requirements identified below may be satisfied by course work at the community college(s).)

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| (See Cat- | NURS 202 | NE | NE | NE | NE | NE | NE | NE |
| alog for | NURS 204 | NE | NE | NE | NE | NE | NE | NE |
| descrip- | NURS 250 | NE | NE | NE | NE | NE | NE | NE |
| tions.) | NURS 252 | NE | NE | NE | NE | NE | NE | NE |
| BIO CHEM | CHEM 160 | NE | NE | NE | NE | CHEM 205 | NE | NE |
| THREE UNITS OF STATISTICS | | | | | | | | |
| Currently Approved G.E. Statistics Courses | MATH 160 | BIO/PSY 215 OR MATH 160 | BUS 26 OR MATH 12 OR PSY 13 | MATH 103 | MATH 120 OR PSYC 205 OR SOC 205 | MATH 119 OR PSY 258 OR BIOL 200 (M,MIR) | MATH 119 OR PSY 270 OR SOC 201 | |
| AND | | | | | | | | |
| THREE UNITS OF GROWTH AND DEVELOPMENT (Three units of Growth and Development must be successfully completed before continuation in the upper division courses required for the major.) NOTE: Students are encouraged to complete this requirement at SDSU, upon matriculation, by taking Psychology 330. With few elective units available for the nursing major, this course will satisfy the growth and development requirement for nursing and fulfill three units towards the upper division general education requirement. | | | | | | | | |
| Growth & Dev | NE | CD 125 OR FSC 120 | PSY 35 | NE | CHDV 100 | CHIL 101 | NE | |

Students who have not completed one year of chemistry with a laboratory may take the introductory college course(s) (below) to meet this requirement.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| INTRO CHEM | CHEM 100 | CHEM 115 | CHEM 115 OR 120 | CHEM 2A | CHEM 101 OR 110 | CHEM 100 | CHEM 100 & 100L | CHEM 100 |

REFER TO THE 1991-92 SAN DIEGO STATE UNIVERSITY GENERAL CATALOG FOR ADDITIONAL INFORMATION/CLARIFICATION.

CCL:ecl 05/13/91

OUTREACH

# APPENDIX B

# CRIMINAL JUSTICE ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.**

## BRAWLEY UNION HIGH SCHOOL

The following courses taken at Brawley Union High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

### (Junior Year)

Algebra 1
English 3 or CP English 3
Psychology
Computer Literacy
Spanish
College Preparatory Electives*

### (Senior Year)

Algebra 2
English 4 or CP English 4
Civics/Government or
CP Civics Government
ROP Law Enforcement
(Must be 17 yrs. old)

*See your counselor for appropriate College Preparatory Electives

**NOTE:** You may elect to enroll in AJ 21 (Introduction to Administration of Justice) concurrently at IVC during your senior year of high school.

## IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Student can complete the lower-division preparation for a bachelor's degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Poly Sci 2 | American Government and Politics | (3) |
| Sociol 1 | Principles of Sociology | (3) |
| Sociol 2 | Contemporary Social Problems | (3) |
| Math 12 | Elementary Statistics | (3) |

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles and Procedures of the Justice System | (3) |
| Adm Jus 37 | Juvenile Control | (3) |
| Adm Jus 38 | Police Community Relations | (3) |
| Eng 2B | Basic English Composition | (3) |
| Eng 12B | Reading III (if required) | (3) |

## SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Criminal Justice Administration major and receive the bachelor's degree at San Diego State University.

The upper division courses required for the Criminal Justice Administration major are:

Public Administration 301 (3)
Concepts and Issues in Public Administration

Criminal Administration 301 (3)
Social Control, Social Policy and Administration of Justice

Criminal Administration 497 (3)
Investigation and Report

or

Criminal Justice Administration 498 (3)
Internship in Criminal Justice

Criminal Justice Administration 540 (3)
Applied Planning, Research and Program Evaluation in CJA

6 units in Public Administration
(in addition to P.A. 301)

The remaining 18 units are to be selected with the approval of the academic advisor.

2 years High School

+

2 years Community College

+

2 years University

=

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**For More Information Contact...**

Diane Rodriguez-Romero
Counselor
Brawley Union High School
344-3560, ext. 254

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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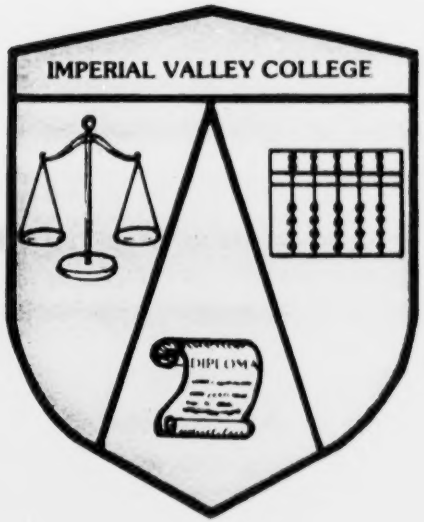
## CRIMINAL JUSTICE ADMINISTRATION




# 2+2+2 PROJECT

# CRIMINAL JUSTICE ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.**

## CALEXICO HIGH SCHOOL

The following courses taken at Calexico High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

### (Junior Year)

| | |
|---|---|
| Gate II English or | |
| English 11<br>Composition/Advanced Composition<br>Speech | select one |
| Geometry<br>Algebra I<br>Math Analysis | select one |
| U.S. History | |
| Biology<br>Chemistry | select one |
| Psychology/Sociology | |
| Computer Programming<br>Spanish Literature-Language AP<br>French (AP)<br>ROP Police Science | select one |

### (Senior Year)

| | |
|---|---|
| Gate II English or | |
| English 12<br>Composition/Advanced Composition<br>Speech<br>Humanities | select one |
| Algebra II<br>Math Analysis<br>Calculus | select one |
| American Govt./Economics | |
| Biology<br>Chemistry<br>Physics | select one |
| Computer Programming<br>Spanish (AP)<br>French (AP)<br>ROP Police Science | select one |
| Psychology/Sociology | |

**NOTE:** You may elect to enroll in AJ 21 (Intro. to AJ) concurrently at IVC during your senior year of high school.



## IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Students can complete the lower-division preparation for a bachelor's degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Poly Sci 2 | American Government and Politics | (3) |
| Sociol 1 | Principles of Sociology | (3) |
| Sociol 2 | Contemporary Social Problems | (3) |
| Math 12 | Elementary Statistics | (3) |

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles and Procedures of the Justice System | (3) |
| Adm Jus 37 | Juvenile Control | (3) |
| Adm Jus 38 | Police Community Relations | (3) |
| Eng 2B | Basic English Composition | (3) |
| Eng 12B | Reading III (if required) | (3) |

## SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senio campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Criminal Justice Administration major and receive the bachelor's degree at San Diego University.

The upper division courses required for the Crimina Justice Administration major are:

| | |
|---|---|
| Public Administration 301<br>Concepts and Issues in Public Administration | (3 |
| Criminal Administration 301<br>Social Control, Social Policy and Administration or Justice | (3 |
| Criminal Administration 497<br>Investigation and Report | (3 |
| or | |
| Criminal Justice Administration 498<br>Internship in Criminal Justice | (3 |
| Criminal Justice Administration 540<br>Applied Planning, Research and Program Evaluation in CJA | (3 |
| 6 units in Public Administration<br>(in addition to P.A. 301) | |

The remaining 18 units are to be selected with the approval of the academic advisor.



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2 years Community College

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2 years University

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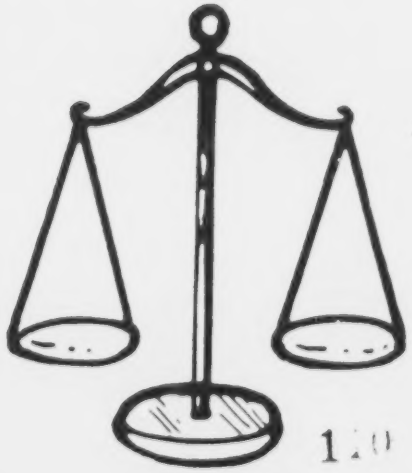

# 2+2+2

**For More Information Contact...**


Rene Rendon
Counselor
Calexico High School
357-2266

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445


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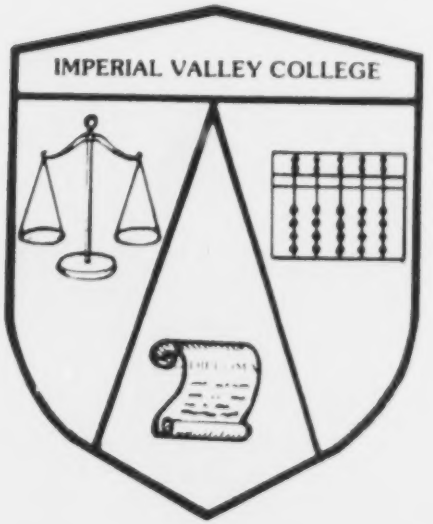
## CRIMINAL JUSTICE ADMINISTRATION




## 2+2+2 PROJECT.

# CRIMINAL JUSTICE ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.**

## CALIPATRIA HIGH SCHOOL

The following courses taken at Calipatria High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

### (Junior Year)

English 11
U.S. History
Algebra II or Geometry
Keyboarding/Computer Processing
College Preparatory Electives*
(Spanish, Psychology)

### (Senior Year)

English 12
Government/Economics
College Preparatory Math
(Algebra II, Geometry or Advanced Math)
College Preparatory Electives*
(Spanish, Psychology)

*See your counselor for appropriate College Preparatory Electives

**NOTE:** Concurrent enrollment at IVC in AJ 21 (Intro. to Administration of Justice) during your senior year of high school is recommended, as well as enrolling in appropriate writing courses.



## IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Student can complete the lower-division preparation for a bachelor's degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Poly Sci 2 | American Government and Politics | (3) |
| Sociol 1 | Principles of Sociology | (3) |
| Sociol 2 | Contemporary Social Problems | (3) |
| Math 12 | Elementary Statistics | (3) |

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles and Procedures of the Justice System | (3) |
| Adm Jus 37 | Juvenile Control | (3) |
| Adm Jus 38 | Police Community Relations | (3) |
| Eng 2B | Basic English Composition | (3) |
| Eng 12B | Reading III (if required) | (3) |

## SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Criminal Justice Administration major and receive the bachelor's degree at San Diego State University.

The upper division courses required for the Criminal Justice Administration major are:

Public Administration 301 (3)
Concepts and Issues in Public Administration

Criminal Administration 301 (3)
Social Control, Social Policy and Administration of Justice

Criminal Administration 497 (3)
Investigation and Report

or

Criminal Justice Administration 498 (3)
Internship in Criminal Justice

Criminal Justice Administration 540 (3)
Applied Planning, Research and Program Evaluation in CJA

6 units in Public Administration
(in addition to P.A. 301)

The remaining 18 units are to be selected with the approval of the academic advisor.

2 years High School

+

2 years Community College

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2 years University

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For More
Information Contact...

Marisa Gates
Counselor
Calipatria High School
344-6833

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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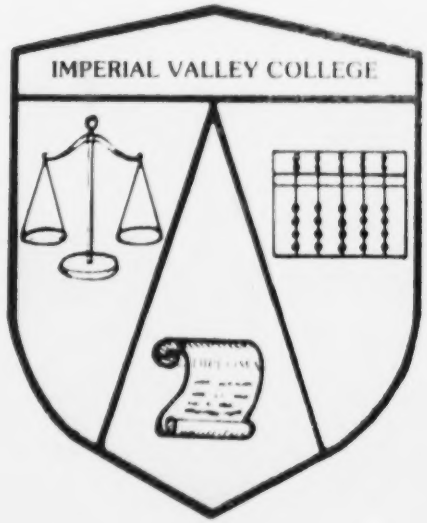
SAN DIEGO STATE UNIVERSITY

## CRIMINAL JUSTICE ADMINISTRATION




# 2+2+2 PROJECT

# CRIMINAL JUSTICE ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.**

## CENTRAL UNION HIGH SCHOOL

The following courses taken at Central Union High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

(Junior Year)

Fall
American Literature
United States History
Geometry or Algebra 2
Sociology or Psychology
College Preparatory Electives*

Spring
American Literature
United States History
Geometry or Algebra 2
Sociology or Psychology
College Preparatory Electives*

(Senior Year)

Fall
College Preparatory English Elective*
American Government or Economics
Algebra 2 or Math 4
College Preparatory Electives*

Spring
College Preparatory English Elective*
American Government or Economics
Algebra 2 or Math 4
College Preparatory Electives*

*See your counselor for appropriate College Preparatory Electives.

NOTE: You may elect to enroll in AJ 21 (Intrc. to Administration of Justice) concurrently at IVC during your senior year of high school.

## IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Student can complete the lower-division preparation for a bachelor's degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Poly Sci 2 | American Government and Politics | (3) |
| Sociol 1 | Principles of Sociology | (3) |
| Sociol 2 | Contemporary Social Problems | (3) |
| Math 12 | Elementary Statistics | (3) |

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles and Procedures of the Justice System | (3) |
| Adm Jus 37 | Juvenile Control | (3) |
| Adm Jus 38 | Police Community Relations | (3) |
| Eng 2B | Basic English Composition | (3) |
| Eng 12B | Reading III (if required) | (3) |

## SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Criminal Justice Administration major and receive the bachelor's degree at San Diego State University.

The upper division courses required for the Criminal Justice Administration major are:

Public Administration 301 (3)
Concepts and Issues in Public Administration

Criminal Administration 301 (3)
Social Control, Social Policy and Administration of Justice

Criminal Administration 497 (3)
Investigation and Report

or

Criminal Justice Administration 498 (3)
Internship in Criminal Justice

Criminal Justice Administration 540 (3)
Applied Planning, Research and Program Evaluation in CJA

6 units in Public Administration
(in addition to P.A. 301)

The remaining 18 units are to be selected with the approval of the academic advisor.

2 years High School

+

2 years Community College

+

2 years University

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**For More Information Contact...**

Mary Zavala-Robledo
Counselor
Central Union High School
352-6833, ext. 565

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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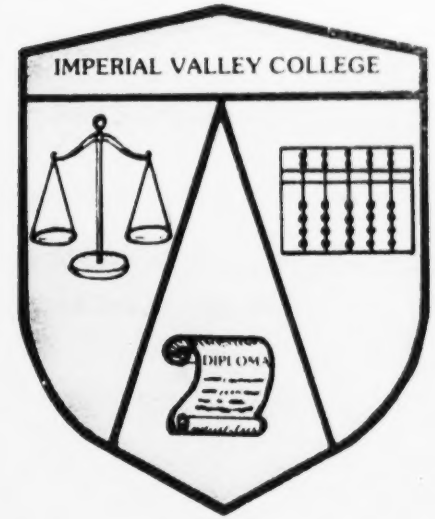
## CRIMINAL JUSTICE ADMINISTRATION




# 2+2+2 PROJECT

# CRIMINAL JUSTICE ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.**

## HOLTVILLE HIGH SCHOOL

The following courses taken at Holtville High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

**(Junior Year)**

American Literature
U.S. History
Geometry or Algebra II
Biology or Chemistry
Spanish II or Spanish A.P.
ROP Word & Data Processing (2 periods)

**(Senior Year)**

English Literature/World Literature
American Government/Economics
Algebra II or Math Analysis
Psychology/Sociology
ROP Law Enforcement (3 periods)

**What careers are there in Criminal Justice?**

Criminal Justice is designed to prepare students for careers in federal, state, and local law enforcement agencies in probation, correctional work, court administration, as well as undergraduate preparation for graduate work in law, criminology, and other related fields.

NOTE: You may elect to enroll in ROP law enforcement your junior or senior year of high school. You may elect to enroll in AJ 21 (Intro. to AJ) concurrently at IVC during your senior year of high school.

## IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Student can complete the lower-division preparation for a bachelor's degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Poly Sci 2 | American Government and Politics | (3) |
| Sociol 1 | Principles of Sociology | (3) |
| Sociol 2 | Contemporary Social Problems | (3) |
| Math 12 | Elementary Statistics | (3) |

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles and Procedures of the Justice System | (3) |
| Adm Jus 37 | Juvenile Control | (3) |
| Adm Jus 38 | Police Community Relations | (3) |
| Eng 2B | Basic English Composition | (3) |
| Eng 12B | Reading III (if required) | (3) |

## SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Criminal Justice Administration major and receive the bachelor's degree at San Diego State University.

The upper division courses required for the Criminal Justice Administration major are:

| | |
|---|---|
| Public Administration 301<br>Concepts and Issues in Public Administration | (3) |
| Criminal Administration 301<br>Social Control, Social Policy and Administration of Justice | (3) |
| Criminal Administration 497<br>Investigation and Report | (3) |
| or | |
| Criminal Justice Administration 498<br>Internship in Criminal Justice | (3) |
| Criminal Justice Administration 540<br>Applied Planning, Research and Program Evaluation in CJA | (3) |
| 6 units in Public Administration (in addition to P.A. 301) | |

The remaining 18 units are to be selected with the approval of the academic advisor.

2 years High School

+

2 years Community College

+

2 years University

=

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# 2+2+2

**For More Information Contact...**

Donna Schoneman
Counselor
Holtville High School
356-2926

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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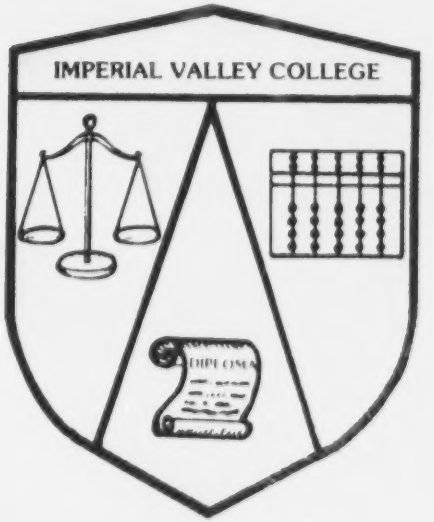
## CRIMINAL JUSTICE ADMINISTRATION




# 2+2+2 PROJECT

# CRIMINAL JUSTICE ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.**

## IMPERIAL HIGH SCHOOL

The following courses taken at Imperial High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

**(Junior Year)**

English 11
U.S. History
Geometry or Algebra II
Biology
College preparatory electives*

**(Senior Year)**

English 12
Civics/Economics
Algebra II or Trigonometry
College Preparatory Electives*

**What careers are there in Criminal Justice?**

Criminal Justice is designed to prepare students for careers in federal, state, and local law enforcement agencies in probation, correctional work, court administration, as well as undergraduate preparation for graduate work in law, criminology, and other related fields.

*See your counselor for appropriate College Preparatory Electives.

NOTE: You may elect to enroll in ROP Law Enforcement during junior or senior year of high school. You may elect to enroll in AJ 21 (Intro. to AJ) concurrently at IVC during your senior year of high school.

## IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Student can complete the lower-division preparation for a bachelor's degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3 |
| Poly Sci 2 | American Government and Politics | (3 |
| Sociol 1 | Principles of Sociology | (3 |
| Sociol 2 | Contemporary Social Problems | (3 |
| Math 12 | Elementary Statistics | (3) |

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

| | | |
|---|---|---|
| Adm Jus 21 | Intro. to the Administration of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles and Procedures of the Justice System | (3) |
| Adm Jus 37 | Juvenile Control | (3) |
| Adm Jus 38 | Police Community Relations | (3) |
| Eng 2B | Basic English Composition | (3) |
| Eng 12B | Reading III (if required) | (3) |

## SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Criminal Justice Administration major and receive the bachelor's degree at San Diego State University.

The upper division courses required for the Criminal Justice Administration major are:

| | |
|---|---|
| Public Administration 301<br>Concepts and Issues in Public Administration | (3) |
| Criminal Administration 301<br>Social Control, Social Policy and Administration of Justice | (3) |
| Criminal Administration 497<br>Investigation and Report | (3) |

or

| | |
|---|---|
| Criminal Justice Administration 498<br>Internship in Criminal Justice | (3) |
| Criminal Justice Administration 540<br>Applied Planning, Research and Program Evaluation in CJA | (3) |
| 6 units in Public Administration (in addition to P.A. 301) | |

The remaining 18 units are to be selected with the approval of the academic advisor.

2 years High School

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2 years Community College

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2 years University

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# 2+2+2

**For More Information Contact...**

**Janet McConnell**
**Counselor**
**Imperial High School**
**355-3220, ext. 14**

**Ralph Marquez**
**2+2+2 Coordinator**
**Imperial Valley College**
**352-8320, ext. 263**

**Olga Ortega**
**Counselor**
**San Diego State University**
**Imperial Valley Campus**
**352-8320, ext. 445**

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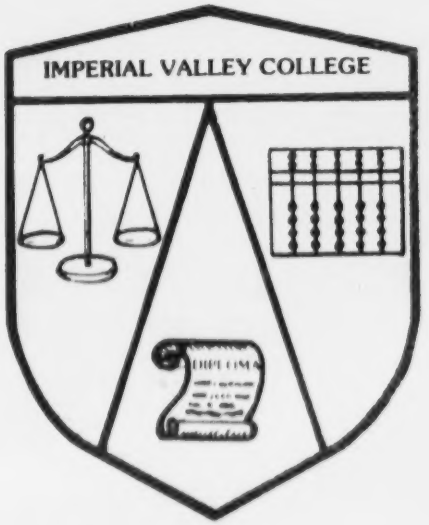
SAN DIEGO STATE UNIVERSITY

## CRIMINAL JUSTICE ADMINISTRATION




## 2+2+2 PROJECT

# ADMINISTRATION OF JUSTICE CURRICULUM

### Program Objectives

The program is designed to meet the community's needs for well-trained law enforcement personnel and to give students a solid foundation in criminal justice and law concepts to select a specialization.

### Employment and Career Opportunities

The administration of justice field offers men and women a variety of challenging careers in both the public and private sector. Employment opportunities in the areas of probation, parole, and law will increase at a rate higher than the average of all occupations throughout the 1990's. For the college graduate, greater opportunities exist for employment, promotion and specialization at the local, state and national levels.

### What careers are there in Administration of Justice?

#### Public Safety

Police Officer
Calif. Highway Patrol
Deputy, U.S. Marshall
Customs Officer
State Park Police
Criminal Investigator
Bailiff
Postal Inspector
Agriculture Inspector
Special Agent
FBI, DEA
Park Ranger
Border Patrol
Secret Service
Military Police
I.R.S

#### Corrections

Correctional Officer
Detention Counselor
Correctional Administrator
Parole Officer
Probation Officer

#### Law

Defense Attorney
Public Defender
Mediator
Counselor
Judge
Prosecutor
District Attorney
Court Administrator
Legal Assistant
Research Assistant

#### Security

Security Administrator
Security Officer
Occupational Health and Safety Inspector



## BRAWLEY UNION HIGH SCHOOL

The following courses taken at Brawley Union High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in ;high school.

### (Junior Year)

English 3 or CP English 3
Algebra I
Psychology
Computer Literacy
Spanish
Electives

### (Senior Year)

English 4 or CP English 4
Civics
Civics/Government or CP Civics/Government
Spanish
ROP Law Enforcement (must be 17 years old)

**NOTE:** You may elect to enroll in AJ 21 - Intro. to Administration of Justice concurrently at IVC during your senior year of high school.

## IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. The college provides a variety of programs to meet the vocational and educational needs of the area. The college awards AA and AS degrees in either occupational/vocational/technical programs, or as lower-division transfer preparation for the bachelor's degree.

Twenty-one units required for the major

I. Required courses for the major

| | | |
|---|---|---|
| Adm Jus 21 | Intro to Admin of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles & Procedures of the Justice System | (3) |
| Adm Jus 38 | Police Community Relations | (3) |

II. Acceptable courses for the major (6 units from the following courses)

| | | |
|---|---|---|
| Adm Jus 22 | Police Field Operations | (3) |
| Adm Jus 24 | Traffic Accident Investigation | (3) |
| | Vehicle Code | (3) |
| Adm Jus 26 | Traffic Accident Investigation and Reporting | (3) |
| Adm Jus 29 | Report Writing for Administration of Justice | (3) |
| Adm Jus/ Sociol 30 | Criminology | (3) |
| Adm Jus 31 | Concepts of Probation & Parole | (3) |
| Adm Jus 34 | Criminal Investigation | (3) |
| Adm Jus 37 | Juvenile Control | (3) |
| Adm Jus 39 | Arrest & Firearms | (3) |

III. Recommended as electives (do not fulfill major requirements)

| | | |
|---|---|---|
| Adm Jus 40 | Adv Officers Course | (1/2-3) |
| Adm Jus 43 | Reserve Officers Class Level II | (5) |
| Adm Jus 44 | Reserve Officers Class Level I | (4) |

Note: Additional courses in General Education are needed for an AA/AS degree at IVC.

2 years High School

+

2 years Community College

+

2 years University

=

An Exciting Career
in
LAW ENFORCEMENT

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# 2+2+2

**For More Information Contact...**

Diane Rodriguez-Romero
Counselor
Brawley Union High School
344-3560, ext. 254

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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and

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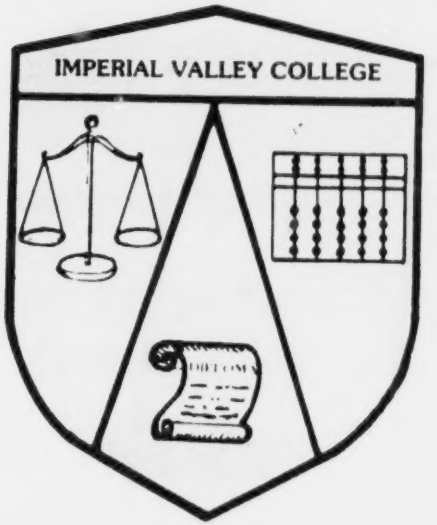
IMPERIAL VALLEY COLLEGE

SAN DIEGO STATE UNIVERSITY

## ADMINISTRATION OF JUSTICE




# 2+2+2 PROJECT

# ADMINISTRATION OF JUSTICE CURRICULUM

### Program Objectives

The program is designed to meet the community's needs for well-trained law enforcement personnel and to give students a solid foundation in criminal justice and law concepts to select a specialization.

### Employment and Career Opportunities

The administration of justice field offers men and women a variety of challenging careers in both the public and private sector. Employment opportunities in the areas of probation, parole, and law will increase at a rate higher than the average of all occupations throughout the 1990's. For the college graduate, greater opportunities exist for employment, promotion and specialization at the local, state and national levels.

### What careers are there in Administration of Justice?

#### Public Safety

Police Officer
Calif. Highway Patrol
Deputy U.S. Marshall
Customs Officer
State Park Police
Criminal Investigator
Postal Inspector
Agriculture Inspector
Special Agent
FBI, DEA
Park Ranger
Border Patrol
Secret Service
Military Police
I.R.S.

#### Corrections

Correctional Officer
Detention Counselor
Correctional Administrator
Parole Officer
Probation Officer

#### Law

Defense Attorney
Public Defender
Mediator
Counselor
Judge
Prosecutor
District Attorney
Court Administrator
Legal Assistant
Research Assistant

#### Security

Security Administrator
Security Officer
Occupational Health and Safety Inspector

## CALEXICO HIGH SCHOOL

The following courses taken at Calexico High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

**(Junior Year)**

English 11
U. S. History
Algebra I

Spanish I
Spanish II — select one
French I

Physical Science

Psychology and Sociology
ROP Police Science — select one

**(Senior Year)**

English 12
American Govt./Economics

Spanish II
Spanish IV — select one
French II

Algebra I or Elective
Psychology and Sociology
ROP Police Science

**NOTE:** You may elect to enroll in AJ 21 (Intro. to Administration of Justice) concurrently at IVC during your senior of high school.

## IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. The college provides a variety of programs to meet the vocational and educational needs of the area. The college awards AA and AS degrees in either occupational/vocational/technical programs, or as lower-division transfer preparation for the bachelor's degree.

Twenty-one units required for the major

I. Required courses for the major

| | | |
|---|---|---|
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| Adm Jus 38 | Police Community Relations | (3) |

II. Acceptable courses for the major (6 units from the following courses)

| | | |
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| Adm Jus 22 | Police Field Operations | (3) |
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Note: Additional courses in General Education are needed for an AA/AS degree at IVC.

2 years High School

+

2 years Community College

+

2 years University

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An Exciting Career
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# 2+2+2

For More
Information Contact...

Rene Rendon
Counselor
Calexico High School
357-2266

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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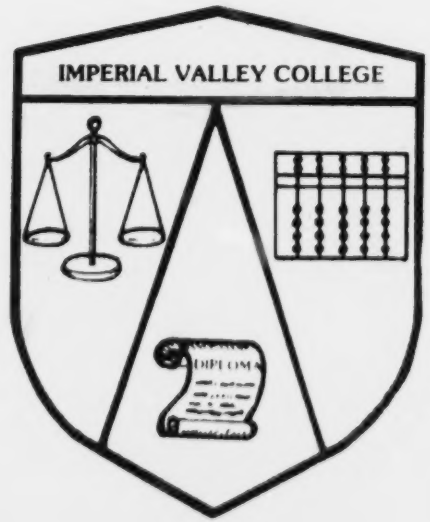
## ADMINISTRATION OF JUSTICE




# 2+2+2 PROJECT

# ADMINISTRATION OF JUSTICE CURRICULUM

### Program Objectives

The program is designed to meet the community's needs for well-trained law enforcement personnel and to give students a solid foundation in criminal justice and law concepts to select a specialization.

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Customs Officer
State Park Police
Criminal Investigator
Bailiff
Postal Inspector
Agriculture Inspector
Special Agent
FBI, DEA
Park Ranger
Border Patrol
Secret Service
Military Police
I.R.S.

#### Corrections

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Detention Counselor
Correctional Administrator
Parole Officer
Probation Officer

#### Law

Defense Attorney
Public Defender
Mediator
Counselor
Judge
Prosecutor
District Attorney
Court Administrator
Legal Assistant
Research Assistant

#### Security

Security Administrator
Security Officer
Occupational Health and Safety Inspector

## CALIPATRIA HIGH SCHOOL

The following courses taken at Calipatria High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

### (Junior Year)

English 11
U.S. History
Mathematics
Spanish I
Physical Education
Keyboarding/Computer Processing
Elective

### (Senior Year)

English 12
Government/Economics
Mathematics
Spanish II
ROP Law Enforcement (must be 17 years old)
(Algebra I recommended as minimum competency)

**NOTE:** You may elect to enroll concurrently at Imperial Valley College in AJ 21 (Intro. to Administration of Justice) during your senior year of high school.

## IMPERIAL VALLEY COLLEGE

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Twenty-one units required for the major

I. Required courses for the major

| | | |
|---|---|---|
| Adm Jus 21 | Intro to Admin of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles & Procedures of the Justice System | (3) |
| Adm Jus 38 | Police Community Relations | (3) |

II. Acceptable courses for the major
(6 units from the following courses)

| | | |
|---|---|---|
| Adm Jus 22 | Police Field Operations | (3) |
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| | Vehicle Code | (3) |
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# 2+2+2

**For More Information Contact...**

Marisa Gates
Counselor
Calipatria High School
344-6833

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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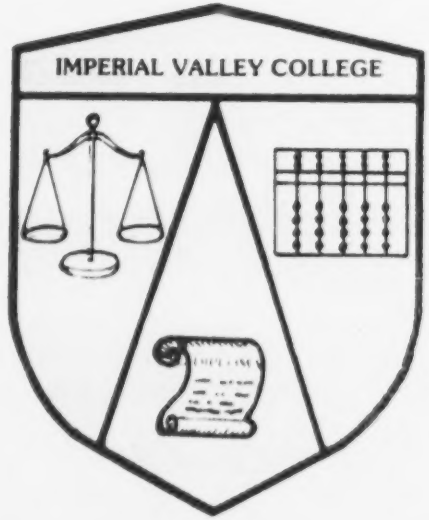
## ADMINISTRATION OF JUSTICE




# 2+2+2 PROJECT

# ADMINISTRATION OF JUSTICE CURRICULUM

### Program Objectives

The program is designed to meet the community's needs for well-trained law enforcement personnel and to give students a solid foundation in criminal justice and law concepts to select a specialization.

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Calif. Highway Patrol
Deputy, U.S. Marshall
Customs Officer
State Park Police
Criminal Investigator
Bailiff
Postal Inspector
Agriculture Inspector
Special Agent
FBI, DEA
Park Ranger
Border Patrol
Secret Service
Military Police
I.R.S.

#### Corrections

Correctional Officer
Detention Counselor
Correctional Administrator
Parole Officer
Probation Officer

#### Law

Defense Attorney
Public Defender
Mediator
Counselor
Judge
Prosecutor
District Attorney
Court Administrator
Legal Assistant
Research Assistant

#### Security

Security Administrator
Security Officer
Occupational Health and Safety Inspector



## CENTRAL UNION HIGH SCHOOL

The following courses taken at Central Union High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

### (Junior Year)

#### Fall
American Literature
United States History
Psychology or Sociology
Geometry or Algebra 2
Electives

#### Spring
American Literature
United States History
Geometry or Algebra 2
Psychology or Sociology
Elective

### (Senior Year)

#### Fall
Senior English Elective
American Government or Economics
Electives
AJ 21 - Intro. to Administration of Justice*

#### Spring

Senior English Elective
American Government or Economics
Electives
AJ 33 - Intro. to Administration of Justice*

*NOTE: You may elect to enroll concurrently at Imperial Valley College in AJ 21 and AJ 33 during your senior year of high school.

## IMPERIAL VALLEY COLLEGE

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Twenty-one units required for the major

I. Required courses for the major

| | | |
|---|---|---|
| Adm Jus 21 | Intro to Admin of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles & Procedures of the Justice System | (3) |
| Adm Jus 38 | Police Community Relations | (3) |

II. Acceptable courses for the major (6 units from the following courses)

| | | |
|---|---|---|
| Adm Jus 22 | Police Field Operations | (3) |
| Adm Jus 24 | Traffic Accident Investigation | (3) |
| | Vehicle Code | (3) |
| Adm Jus 26 | Traffic Accident Investigation and Reporting | (3) |
| Adm Jus 29 | Report Writing for Administration of Justice | (3) |
| Adm Jus/ Sociol 30 | Criminology | (3) |
| Adm Jus 31 | Concepts of Probation & Parole | (3) |
| Adm Jus 34 | Criminal Investigation | (3) |
| Adm Jus 37 | Juvenile Control | (3) |
| Adm Jus 39 | Arrest & Firearms | (3) |

III. Recommended as electives (do not fulfill major requirements)

| | | |
|---|---|---|
| Adm Jus 40 | Adv Officers Course | (1/2-3) |
| Adm Jus 43 | Reserve Officers Class Level II | (5) |
| Adm Jus 44 | Reserve Officers Class Level I | (4) |

Note: Additional courses in General Education are needed for an AA/AS degree at IVC.

2 years High School

+

2 years Community College

+

2 years University

=

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# 2+2+2

**For More Information Contact...**

Mary Zavala-Robledo
Counselor
Central Union High School
357-2266

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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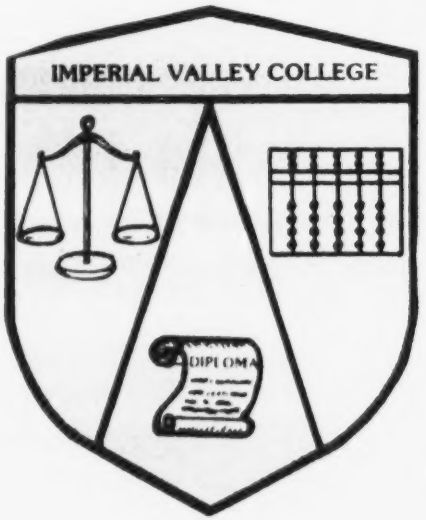
## ADMINISTRATION OF JUSTICE




# 2+2+2 PROJECT

# ADMINISTRATION OF JUSTICE CURRICULUM

### Program Objectives

The program is designed to meet the community's needs for well-trained law enforcement personnel and to give students a solid foundation in criminal justice and law concepts to select a specialization.

### Employment and Career Opportunities

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Deputy, U.S. Marshall
Customs Officer
State Park Police
Criminal Investigator
Bailiff
Postal Inspector
Agriculture Inspector
Special Agent
FBI, DEA
Park Ranger
Border Patrol
Secret Service
Military Police
I.R.S.

#### Corrections

Correctional Officer
Detention Counselor
Correctional Administrator
Parole Officer
Probation Officer

#### Law

Defense Attorney
Public Defender
Mediator
Counselor
Judge
Prosecutor
District Attorney
Court Administrator
Legal Assistant
Research Assistant

#### Security

Security Administrator
Security Officer
Occupational Health and Safety Inspector



## HOLTVILLE HIGH SCHOOL

The following courses taken at Holtville High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

### (Junior Year)

American Literature
U.S. History
Mathematics
Spanish II or Spanish A.P.
ROP Word & Data Processing (2 periods)
Elective

### (Senior Year)

English Literature/World Literature
American Government/Economics
Mathematics
Psychology/Sociology
ROP Law Enforcement
ROP Law Enforcement (3 periods)

**NOTE:** You may elect to enroll concurrently at Imperial Valley College in AJ 21 (Intro. to Administration of Justice) during your senior year of high school.

## IMPERIAL VALLEY COLLEGE

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Twenty-one units required for the major

I. Required courses for the major

| | | |
|---|---|---|
| Adm Jus 21 | Intro to Admin of Justice | (3) |
| Adm Jus 33 | Concepts of Criminal Law | (3) |
| Adm Jus 35 | Legal Aspects of Evidence | (3) |
| Adm Jus 36 | Principles & Procedures of the Justice System | (3) |
| Adm Jus 38 | Police Community Relations | (3) |

II. Acceptable courses for the major
(6 units from the following courses)

| | | |
|---|---|---|
| Adm Jus 22 | Police Field Operations | (3) |
| Adm Jus 24 | Traffic Accident Investigation | (3) |
| Adm Jus 26 | Vehicle Code<br>Traffic Accident Investigation and Reporting | (3)<br>(3) |
| Adm Jus 29 | Report Writing for Administration of Justice | (3) |
| Adm Jus/ Sociol 30 | Criminology | (3) |
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III. Recommended as electives
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| | | |
|---|---|---|
| Adm Jus 40 | Adv Officers Course | (1/2-3) |
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Note: Additional courses in General Education are needed for an AA/AS degree at IV

2 years High School

+

2 years Community College

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2 years University

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# 2+2+2

**For More Information Contact...**

Donna Schoneman
Counselor
Holtville High School
356-2926

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
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San Diego State University
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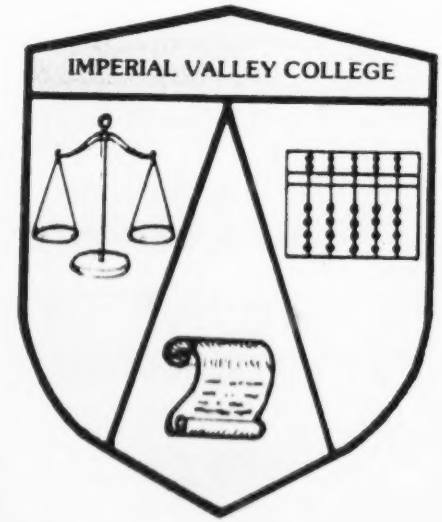


# 2+2+2 PROJECT

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Agriculture Inspector
Special Agent
FBI, DEA
Park Ranger
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Secret Service
Military Police
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Parole Officer
Probation Officer

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Public Defender
Mediator
Counselor
Judge
Prosecutor
District Attorney
Court Administrator
Legal Assistant
Research Assistant

#### Security

Security Administrator
Security Officer
Occupational Health and Safety Inspector

## IMPERIAL HIGH SCHOOL

The following courses taken at Imperial High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

### (Junior Year)

English 11
U.S. History
Biology
Algebra I or CC Math or Math A
2 electives

### (Senior Year)

English 12
Civics/Economics
3 electives

**NOTE:** You may elect to enroll in ROP law enforcement during your junior or senior year of high school. You also may elect to enroll concurrently at Imperial Valley College in AJ 21 (Intro. to Administration of Justice) during your senior year of high school.

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Twenty-one units required for the major

I. Required courses for the major

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For More
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Janet McConnell
Counselor
Imperial High School
355-3220, ext. 14

Ralph Marquez
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Imperial Valley College
352-8320, ext. 263

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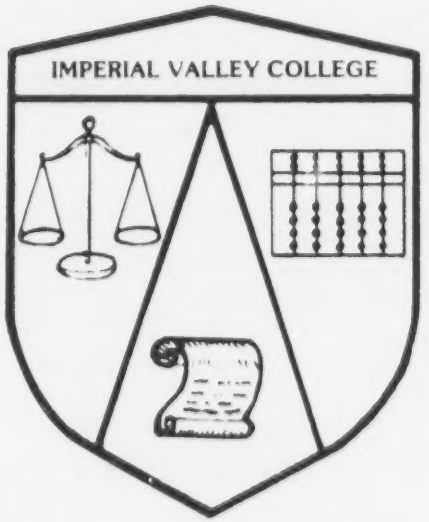
SAN DIEGO STATE UNIVERSITY

## ADMINISTRATION OF JUSTICE




# 2+2+2 PROJECT

# BUSINESS ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.**

## BRAWLEY UNION HIGH SCHOOL

The following courses taken at Brawley Union High School will help prepare you for a Business Administration Certificate at SDSU-IV campus.

**(Junior Year)**

Accounting 1
Algebra 2
Computer Literacy
US History or CP US History
English 3 or CP English
College Preparatory Elective*

**(Senior Year)**

Accounting 2
Civics/Government or CP Civics/Government
English 4 or CP English
Advanced Math or Calculus
College Preparatory Electives*

* See your counselor for appropriate College Preparatory Electives

## IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower-division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Students can complete the lower-division preparation for a bachelor's degree/certificate in Business Administration and also earn an Associate Degree in Business Transfer at IVC.

**Business Transfer**

Twenty units required for the major

I. Required courses for the major

| | | |
|---|---|---|
| Bus 1A | Principles of Accounting | (4) |
| Bus 1B | Principles of Accounting | (4) |
| Bus 5A | Business Law | (3) |
| Econ 1 | Principles of Economics | (3) |
| Econ 2 | Principles of Economics | (3) |

II. Acceptable courses for the major (select a minimum of 3 units)

| | | |
|---|---|---|
| Bus 2 | Introduction to Business | (3) |
| Bus 5B | Business Law | (3) |
| Bus 15 | Introductory Calculus with Applications | (4) |
| Bus 23 | Office Machines | (3) |
| Bus 26 | Elementary Statistics | (3) |
| Bus 42 | Business Communications | (3) |
| CIS 1 | Introduction to Information Systems | (3) |

NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A./A.S. degree at IVC. See your counselor for more details.

## SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Business Administration Certificate at San Diego State University.

The courses are: (15 units total)

Finance 323
Information Systems 301 or 302
Management 350
Marketing 370

Select 3 units from the following courses:
Finance 321
Finance 589
Management 356

The upper division courses required for a Business Administration Degree can be obtained by commuting to San Diego State University (main campus).

Accounting Major: 29 of 55 upper division units can be completed at SDSU-IV Campus.

Finance Major: 19 of 42 upper division units can be completed at SDSU-IV Campus.

Information Systems Major: 15 of 51 upper division units can be completed at SDSU-IV Campus.

Decision Systems Major: 15 of 42 upper division units can be completed as SDSU-IV Campus.

Marketing Major: 15 of 46 upper division units can be completed at SDSU-IV Campus.

Management Major: 24 of 45 upper division units can be completed at SDSU-IV Campus.

NOTE: For all these majors 9 additional units of upper division General Education requirements can be completed at SDSU-IV Campus.

2 years High School

+

2 years Community College

+

2 years University

=

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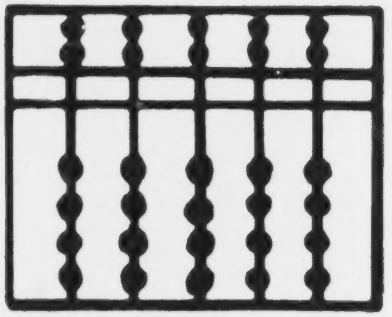



# 2+2+2

**For More Information Contact...**

Diane Rodriguez-Romero
Counselor
Brawley Union High School
344-3560, ext. 254

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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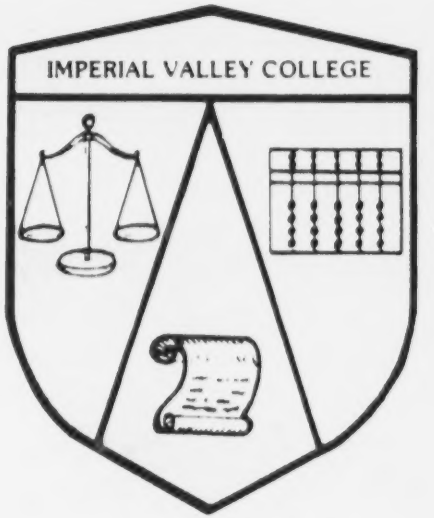
SAN DIEGO STATE UNIVERSITY

## BUSINESS ADMINISTRATION




# 2+2+2 PROJECT

# BUSINESS ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.**

## CALEXICO HIGH SCHOOL

The following courses taken at Calexico High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

**(Junior Year)**

| | |
|---|---|
| Gate II (Jr.)<br>English 11<br>Composition/Advanced Composition<br>Speech | select one |
| Geometry<br>Algebra II<br>Math Analysis | select one |
| Biology<br>Chemistry | select one |
| U.S. History | |
| Word Processing<br>Business Law<br>Business Communication<br>Business Math<br>Computer Programming<br>Spanish Literature-Lang. AP<br>French (AP) | select one |
| Accounting | |

**Senior Year**

| | |
|---|---|
| Gate II (Sr.)<br>English 12<br>Composition/Advanced Composition<br>Speech | select one |
| Algebra II<br>Math Analysis<br>Calculus | select one |
| Biology<br>Chemistry<br>Physics | select one |
| American Govt./Economics<br>Business Economics | select one |
| Computer Programming<br>Business Law<br>Business Communication<br>Computer Programming<br>Spanish Literature AP<br>French AP | select one |



## IMPERIAL VALLEY COLLEGE

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**Business Transfer**

Twenty units required for the major

I. Required courses for the major

| | | |
|---|---|---|
| Bus 1A | Principles of Accounting | (4) |
| Bus 1B | Principles of Accounting | (4) |
| Bus 5A | Business Law | (3) |
| Econ 1 | Principles of Economics | (3) |
| Econ 2 | Principles of Economics | (3) |

II. Acceptable courses for the major (select a minimum of 3 units)

| | | |
|---|---|---|
| Bus 2 | Introduction to Business | (3) |
| Bus 5B | Business Law | (3) |
| Bus 15 | Introductory Calculus with Applications | (4) |
| Bus 23 | Office Machines | (3) |
| Bus 26 | Elementary Statistics | (3) |
| Bus 42 | Business Communications | (3) |
| CIS 1 | Introduction to Information Systems | (3) |

**NOTE:** Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A./A.S. degree at IVC. See your counselor for more details.

## SAN DIEGO STATE UNIVERSITY

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Marketing 370

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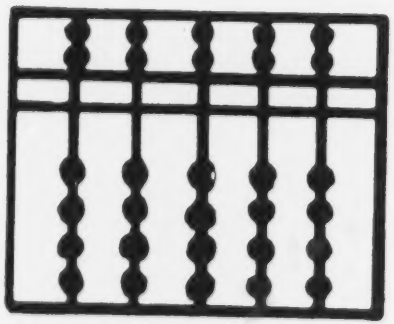



# 2+2+2

**For More Information Contact...**

Rene Rendon
Counselor
Calexico High School
357-2266

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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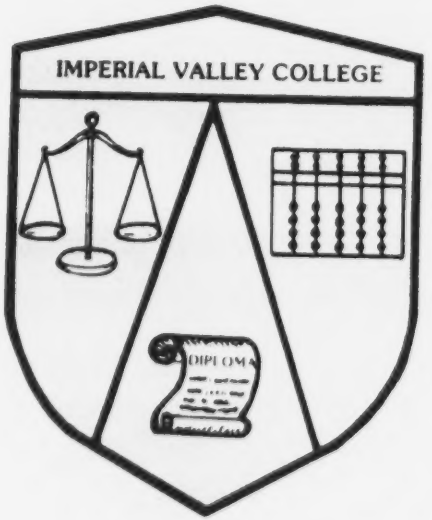


**2+2+2 PROJECT**

# BUSINESS ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.**

## CALIPATRIA HIGH SCHOOL

The following courses taken at Calipatria High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

**(Junior Year)**

English 11
U.S. History
Algebra II or Geometry

Business Principles (Prerequisite: Keyboarding)
College Preparatory Electives*

**(Senior Year)**

English 12
Government/Economics
College Preparatory Math (Algebra II, Geometry, or Advanced Math)
Computerized Accounting
College Preparatory Electives*

* See your counselor for appropriate College Preparatory Electives



## IMPERIAL VALLEY COLLEGE

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**Business Transfer**

Twenty units required for the major

I. Required courses for the major

| | | |
|---|---|---|
| Bus 1A | Principles of Accounting | (4) |
| Bus 1B | Principles of Accounting | (4) |
| Bus 5A | Business Law | (3) |
| Econ 1 | Principles of Economics | (3) |
| Econ 2 | Principles of Economics | (3) |

II. Acceptable courses for the major (select a minimum of 3 units)

| | | |
|---|---|---|
| Bus 2 | Introduction to Business | (3) |
| Bus 5B | Business Law | (3) |
| Bus 15 | Introductory Calculus with Applications | (4) |
| Bus 23 | Office Machines | (3) |
| Bus 26 | Elementary Statistics | (3) |
| Bus 42 | Business Communications | (3) |
| CIS 1 | Introduction to Information Systems | (3) |

NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A./A.S. degree at IVC. See your counselor for more details.

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The courses are: (15 units total)

Finance 323
Information Systems 301 or 302
Management 350
Marketing 370

Select 3 units from the following courses:
Finance 321
Finance 589
Management 356

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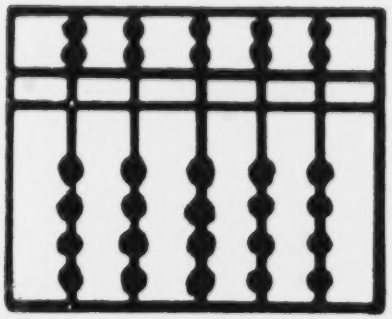



# 2+2+2

**For More Information Contact...**

Marisa Gates
Counselor
Calipatria High School
344-6833

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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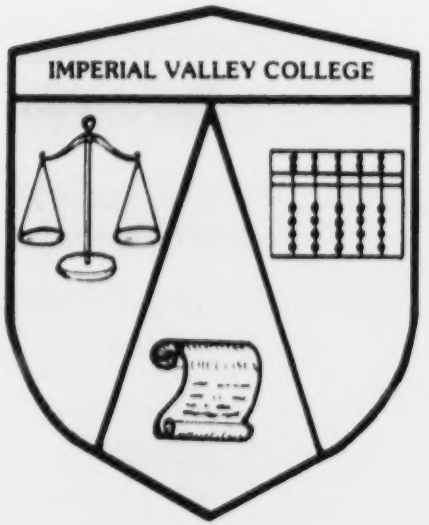


**2+2+2 PROJECT**

# BUSINESS ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.**

## CENTRAL UNION HIGH SCHOOL

The following courses taken at Central Union High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

(Junior Year)

Fall
American Literature
United States History
Geometry or Algebra 2
Accounting 1
Business Law
College Preparatory Elective*

Spring
American Literature
United States History
Geometry or Algebra 2
Accounting 2
Computer Science
College Preparatory Elective*

(Senior Year)

Fall
College Preparatory English Elective*
American Government or Economics
Algebra 2 or Math 4
Computer Accounting
College Preparatory Electives*

Spring
College Preparatory English Elective*
American Government or Economics
Algebra 2 or Math 4
College Preparatory Electives*

*See your counselor for appropriate College Preparatory Electives



## IMPERIAL VALLEY COLLEGE

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**Business Transfer**

Twenty units required for the major

I. Required courses for the major

| | | |
|---|---|---|
| Bus 1A | Principles of Accounting | (4) |
| Bus 1B | Principles of Accounting | (4) |
| Bus 5A | Business Law | (3) |
| Econ 1 | Principles of Economics | (3) |
| Econ 2 | Principles of Economics | (3) |

II. Acceptable courses for the major (select a minimum of 3 units)

| | | |
|---|---|---|
| Bus 2 | Introduction to Business | (3) |
| Bus 5B | Business Law | (3) |
| Bus 15 | Introductory Calculus with Applications | (4) |
| Bus 23 | Office Machines | (3) |
| Bus 26 | Elementary Statistics | (3) |
| Bus 42 | Business Communications | (3) |
| CIS 1 | Introduction to Information Systems | (3) |

**NOTE:** Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A./A.S. degree at IVC. See your counselor for more details.

## SAN DIEGO STATE UNIVERSITY

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The courses are: (15 units total)

Finance 323
Information Systems 301 or 302
Management 350
Marketing 370

Select 3 units from the following courses
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Finance 589
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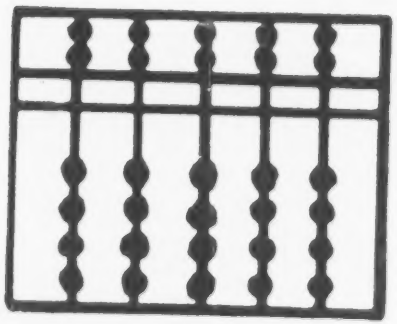



# 2+2+2

For More
Information Contact...

Mary Zavala-Robledo
Counselor
Central Union High School
352-2471, ext. 565

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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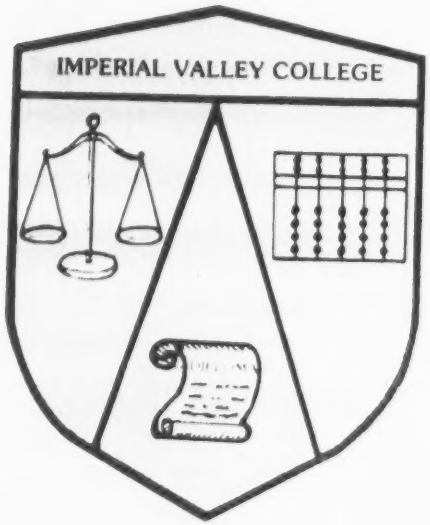
## BUSINESS ADMINISTRATION




# 2+2+2 PROJECT

# BUSINESS ADMINISTRATION CURRICULUM

**The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.**

## HOLTVILLE HIGH SCHOOL

The following courses taken at Holtville High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

### (Junior Year)

American Literature
U.S. History
Geometry or Algebra II
Biology or Chemistry
Computerized Accounting
Electronic Business Procedures
College Preparatory Elective*

### (Senior Year)

English Literature/World Literature
American Government/Economics
Algebra II or Math Analysis
Advanced Accounting
ROP Word & Data Processing (2 or 3 periods)

* See your counselor for appropriate College Preparatory Electives



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**Business Transfer**

Twenty units required for the major

I. Required courses for the major

| | | |
|---|---|---|
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| Bus 1B | Principles of Accounting | (4) |
| Bus 5A | Business Law | (3) |
| Econ 1 | Principles of Economics | (3) |
| Econ 2 | Principles of Economics | (3) |

II. Acceptable courses for the major (select a minimum of 3 units)

| | | |
|---|---|---|
| Bus 2 | Introduction to Business | (3) |
| Bus 5B | Business Law | (3) |
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| Bus 26 | Elementary Statistics | (3) |
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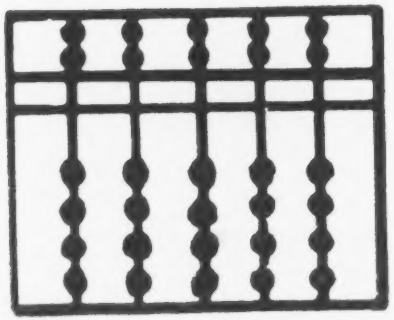



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**For More Information Contact...**

Donna Schoneman
Counselor
Holtville High School
357-2926

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
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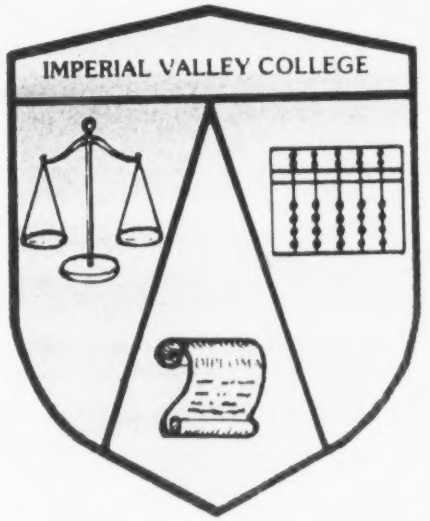
# BUSINESS ADMINISTRATION




# 2+2+2 PROJECT

# BUSINESS ADMINISTRATION CURRICULUM

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## IMPERIAL HIGH SCHOOL

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**(Junior Year)**

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Geometry or Algebra II
Biology
Bookkeeping
College Preparatory Electives*

**(Senior Year)**

English 12
Civics/Economics
Algebra II or Trigonometry
General Office
College Preparatory Electives*

* See your counselor for appropriate College Preparatory Electives

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**Business Transfer**

Twenty units required for the major

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| | | |
|---|---|---|
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| Bus 5A | Business Law | (3) |
| Econ 1 | Principles of Economics | (3) |
| Econ 2 | Principles of Economics | (3) |

II. Acceptable courses for the major (select a minimum of 3 units)

| | | |
|---|---|---|
| Bus 2 | Introduction to Business | (3) |
| Bus 5B | Business Law | (3) |
| Bus 15 | Introductory Calculus with Applications | (4) |
| Bus 23 | Office Machines | (3) |
| Bus 26 | Elementary Statistics | (3) |
| Bus 42 | Business Communications | (3) |
| CIS 1 | Introduction to Information Systems | (3) |

**NOTE:** Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A./A.S. degree at IVC. See your counselor for more details.

## SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Business Administration Certificate at San Diego State University.

The courses are: (15 units total)

Finance 323
Information Systems 301 or 302
Management 350
Marketing 370

Select 3 units from the following courses
Finance 321
Finance 589
Management 356

The upper division courses required for a Business Administration Degree can be obtained by commuting to San Diego State University (main campus).

Accounting Major: 29 of 55 upper division units can be completed at SDSU-IV Campus

Finance Major: 19 of 42 upper division units can be completed at SDSU-IV Campus

Information Systems Major: 15 of 51 upper division units can be completed at SDSU-IV Campus

Decision Systems Major: 15 of 42 upper division units can be completed as SDSU-IV Campus

Marketing Major: 15 of 46 upper division units can be completed at SDSU-IV Campus

Management Major: 24 of 45 upper division units can be completed at SDSU-IV Campus

**NOTE:** For all these majors 9 additional units of upper division General Education requirements can be completed at SDSU-IV Campus.

2 years High School

+

2 years Community College

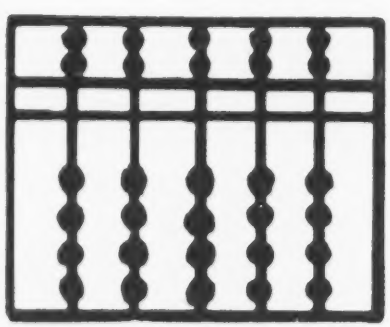
+

2 years University

=

An Exciting Career
in
BUSINESS

**SIGN-UP TODAY!!**





# 2+2+2

**For More Information Contact...**

Janet McConnell
Counselor
Imperial High School
355-3220

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

The
IMPERIAL VALLEY COLLEGE
2 + 2 + 2 PROJECT
is co-sponsored by

CALEXICO HIGH SCHOOL
SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY CAMPUS

and

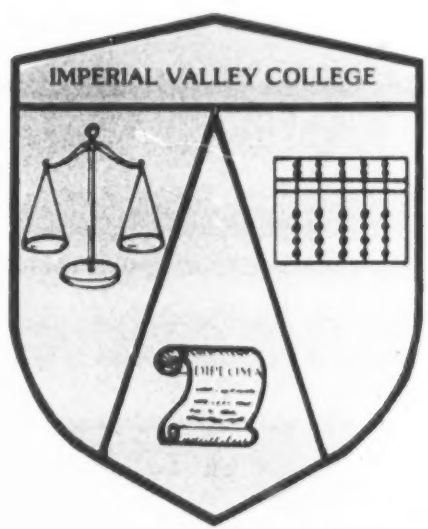
IMPERIAL VALLEY
REGIONAL OCCUPATION
PROGRAM

IMPERIAL HIGH SCHOOL

IMPERIAL VALLEY COLLEGE

SAN DIEGO STATE UNIVERSITY

## BUSINESS ADMINISTRATION




# 2+2+2 PROJECT

# 2+2+2 Articulated Career Education Program

## IMPERIAL VALLEY COLLEGE

Statement Of Intent To Participate In Articulated _____ Program
*(Business or Law Enforcement)*

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Social Security Number: _____ Birthdate: _____
*(month / day / year)*

Sex: *(circle one)* Male Female

Grade Level: *(circle one)* Junior Senior

School: _____

Ethnicity: *(circle one)*
American Indian, Asian, Black, Filipino, Hispanic, White, Other Non-White, Decine To State

## I certify that:

1) I understand the educational and career opportunities provided by this program.

2) I intend to transfer to _____ to complete this program.
*(name of school)*

## My educational goals are to: *(check all that apply)*

1) Earn a high school diploma _____

2) Transfer to a community college, majoring in _____ _____

3) Earn a certificate and/or A.A. or A.S. degree in _____ _____

4) Transfer to four-year college or university, majoring in _____ _____

5) Earn a B.A. or B.S. degree in _____ _____

Staff Approval _____ (signature)

Funded Agency # _____

Completed by _____ (initials)

# TRAINING REQUEST

( PLEASE PRINT )

**DATE:** _____ **SS#:** _____ - _____ - _____

**TIME:** _____ **NAME:** _____
(LAST) (FIRST) (MIDDLE)

MALE ☐
FEMALE ☐

**ADDRESS:** _____

_____
(CITY) (STATE) (ZIP)

**CURRENTLY EMPLOYED?**

YES ☐ NO ☐

**HOME PHONE:** ( ) _____

**WORK PHONE:** ( ) _____

## ASSISTANCE REQUESTED FOR:

**WRITTEN EXAM** ☐

**ORAL INTERVIEW** ☐

**PHYSICAL AGILITY TEST** ☐

☐ **OTHER NEEDS:** _____

_____

_____

_____

**COMMENTS:** ( For example the areas you found most difficult )

_____

_____

_____

FOR OFFICIAL USE ONLY

# APPENDIX C

SUPPORT SERVICES

# 2+2+2 PROJECT
## IMPERIAL VALLEY COLLEGE

**89-90 Student Participants ..... 199**

**90-91 Student Participants ..... 214**

Returning Participants ..... 69
New Participants ..... 145

Business ..... 173

Female ..... 144
Male ..... 29

Law Enforcement ..... 174

Female ..... 87
Male ..... 87

**Student Participants enrolled at Imperial Valley College**

Female ..... 40
Male ..... 17

Total ..... 57

Business Majors ..... 24

Female ..... 22
Male ..... 2

Law Enforcement ..... 22

Female ..... 8
Male ..... 14

Other Majors ..... 6

Undecided ..... 5

DSPS____
EOPS____
SSS ____
CARE____

# 2+2+2 PROJECT

INTAKE & ASSESSMENT

TIME: 15 min. = .25
30 min. = .50
45 min. = .75
60 min. = 1.00

## REGISTRATION DATA

S.S. # _____ BIRTHDATE _____

NAME (LFI) _____

MAILING ADDRESS _____

CITY _____

STATE, ZIP _____

TELEPHONE _____

## 2+2+2 PROJECT DATA

MAJOR: _____

SEMESTER/YEAR GRADUATING (GRAD): _____

SEMESTER/YEAR TRANSFERRING (EXIT): _____

TRANSFER INSTITUTION MAJOR THERE

1. _____ _____

2. _____ _____

COUNSELOR: _____

CO-OP WORK EXPERIENCE (IF INTERESTED WHAT AREA):

_____

## SERVICES RENDERED

| | | | | | |
|---|---|---|---|---|---|
| AC | ACADEMIC COUNSELING | FT | EDUCATIONAL FIELDTRIP | TA | TRANSFER APPLICATION |
| FC | FINACIAL AID COUNSELING | IA | INSTRUCTIONAL ASSISTANCE | TC | TRANSFER ADVISING |
| FI | FINANCIAL AID INFO-IVC | OS | ORIENTATION SERVICES | TP | TRANSFER PROCESS |
| FU | FINANCIAL AID INFO-UNIV | PC | PERSONAL COUNSELING | TS | TUTORIAL SERVICES |
| FS | SCHOLARSHIP INFO | PT | PETITIONS | WS | WORKSHOPS |
| SA | SCHOLARSHIP APPLICATION | RC | REGISTRATION COUNSELING | OT | OTHER |

| DATE | SERV | TIME | | COMMENTS |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| DATE | SERV | TIME | COMMENTS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

**2+2+2 PROJECT**
**MEMORANDUM**

**TO:** Marisa Gates
Janet McConnell
Rene Rendon
Diane Rodriguez Romero
Donna Schoneman
Mary Zavala-Robledo

**FROM:** Ralph Marquez

**DATE:** April 3, 1991

**RE:** Law Enforcement and Business Festivals

---

Some of you have requested written information regarding the Howard P. Meyer Scholarship Competition to be held in conjunction with the Business Festival on April 18th. Enclosed please find a listing of the four scholarship competitions and a brief description of what each will consist of, please share this information with the proper persons in your business programs so that your students might be adequately prepared. There will be a limit of three (3) competitors per event, each competitor must be a senior who will be enrolling at Imperial Valley College, and each scholarship is for the amount of $150.

We will be having workshop sessions at 9:30, 10:15 and 11:00 a.m. for the Business Festival. Please have your participating students rank six (6) workshops, from the list enclosed, in their order of preference. I would like to have this information from you by Monday, April 15th.

The Law Enforcement Festival will be having workshop sessions at 9:30 and 10:15 a.m. with the physical agility competition on the school track at 11:00 a.m. Please have your participating students rank four (4) workshops, from the list provided, in their order of preference. I realize that the timing is short for this event (Thursday the 11th) but we need to work together on this to place the students in their workshops. I will be contacting each of you starting Monday (April 8th) to see what we can work out.

We will be providing sack lunches for each of the Festivals to all the participating students and their faculty & staff. If you have any questions please call me at 352-8320 ext 263.

**IMPERIAL VALLEY COLLEGE**
**HOWARD P. MEYER SCHOLARSHIP COMPETITION**
**April 18, 1991**

## Office Technology

LaNelle Billings/Valerie Rodgers/Esther Granados
9:45 a.m. - 11:15
Room 803

Students will take two 5-minute timed writings, and compose and format a business letter from a case study.

## Information Processing

Blaine Thompson
10:00 a.m. - 11:00 a.m.
Room 913

Students will define computer terms to demonstrate computer literacy and program a short business application in BASIC.

## General Business

Mike Jerge/Rafael Santos
11:00 a.m. - 11:30 a.m.
Career Center - Counseling

In an informal interview, students will answer questions to demonstrate their general knowledge of business and their ability to communicate ideas effectively.

## Bookkeeping/Accounting

Jane Chappell
10:00 a.m. - 11:00 a.m.
Room 804

Students will journalize, post to a ledger, and develop a financial statement.

**Awards will be presented at 1:00 p.m. in Room 2131**

# 2+2+2 PROJECT

## IMPERIAL VALLEY COLLEGE

## Law Enforcement Festival

April 11, 1991

**Opening Session**
9:00 a.m. to 9:20 a.m.

**Workshop Session #1**
9:30 a.m. to 10:00 a.m.

**Workshop Session #2**
10:15 a.m. to 10:45 a.m.

**Physical Agility Competition**
11:00 a.m. to 11:45 a.m.

**Lunch**
12:00 p.m. to 12:50 p.m.

**Closing Session**
1:00 p.m. to 1:30 p.m.

### WORKSHOPS

Investigation

U.S. Customs

Border Patrol

Probation Officer

Corrections Officer

Management and
Administration in
Law Enforcement



* All workshops to be repeated at each sessions

# LAW ENFORCEMENT FESTIVAL
## April 11, 1991

NAME: _____

HIGH SCHOOL: _____

From the following choose four (4) workshops, rank them in order of preference (1- first, 2-second, 3-third, 4-fourth).

Administration/Management in Law Enforcement _____ ☐

Corrections Officer _____ ☐

Investigations _____ ☐

Probation Officer _____ ☐

U.S. Border Patrol _____ ☐

U.S. Customs _____ ☐

# 2+2+2 PROJECT

## IMPERIAL VALLEY COLLEGE
## Business Festival

April 18, 1991

**Opening Session**
9:00 a.m. to 9:20 a.m.

**Workshop Session #1**
9:30 a.m. to 10:00 a.m.

**Workshop Session #2**
10:15 a.m. to 10:45 a.m.

**Workshop Session #3**
11:00 a.m. to 11:45 a.m.

**Lunch**
12:00 p.m. to 12:50 p.m.

**Closing Session**
1:00 p.m. to 1:30 p.m.

### WORKSHOPS

Accounting

Banking and Finance

City Administration

Internal Revenue Service

Real Estate

Retail Sales and Purchasing

Marketing

*All workshops to be repeated at each session

# BUSINESS FESTIVAL
## April 18, 1991

NAME: _____

HIGH SCHOOL: _____

From the following choose four (4) workshops, rank them in order of preference (1- first, 2-second, 3-third, 4-fourth).

Accounting _____ ☐

Banking and Finance _____ ☐

City Administration _____ ☐

Internal Revenue Service _____ ☐

Real Estate _____ ☐

Retail Sales and Purchasing _____ ☐

Marketing _____ ☐

# IMPERIAL VALLEY COLLEGE SCHOLARSHIP APPLICATION

Please return this application to Mary Zavala-Robledo in your counseling office by Monday, April 15th.

(PLEASE TYPE OR PRINT)

**PERSONAL INFORMATION**

NAME: _____

SS#: _____ PHONE #: _____

HOME ADDRESS: _____

CITY/STATE: _____

**NAMES AND ADDRESSES OF PARENTS OR LEGAL GUARDIANS**

Father: _____

_____

Mother: _____

_____

**OCCUPATIONS**

Father: _____

Employer: _____

Mother: _____

Employer: _____

**EDUCATIONAL BACKGROUND**

High School: _____

Graduation Date: _____

Grade point average to date: _____

**PERSONAL STATEMENT** - Please give a brief statement of your goals and future plans and why you would like to participate in this scholarship competition.

# LAW ENFORCEMENT FESTIVAL

# APRIL 11, 1991

## SCHEDULE

| SESSION | | ROOM # |
|---|---|---|
| **9:00 a.m.** | **OPENING SESSION** | **2131** |
| Welcome | Ralph Marquez<br>2+2+2 Project Coordinator | |
| | Dr. Hector Lopez<br>Vice-President<br>Counseling & Student Services | |
| | Mary Kay Borchard<br>Administration of Justice<br>Division Chairperson | |
| **9:30 to 10:00 a.m.** | **SESSION #1** | |
| **10:15 to 10:45 a.m.** | **SESSION #2** | |
| **11:00 to 11:45 a.m.** | **PHYSICAL AGILITY COMPETITION**<br>Maria Mason, El Centro Police Dept. | **Track** |
| **11:45 to 12:50 p.m.** | **LUNCH** | |
| **1:00 to 1:30 p.m.** | **CLOSING SESSION**<br>(Award presentation ) | **2131** |



## WORKSHOPS

**ADMINISTRATION/MANAGEMENT IN LAW ENFORCEMENT** — Brain Gunn, Prison Manager, Calipatria State Prison

| Session #1 | Session #2 |
|---|---|
| Rm. # 2135 | Rm. # 2135 |

**CORRECTIONS OFFICER** — Carlos Sanchez, California Department of Corrections

| Session #1 | Session #2 |
|---|---|
| Rm. # 2137 | Rm. # 2137 |

**INVESTIGATIONS** — Lt. Mike Singh, Sherrif's Department; Sgt. Tim Blankenship, El Centro Police Dept.

| Session #1 | Session #2 |
|---|---|
| Rm. # 513 | Rm. # 509 |

**PROBATION OFFICER** — I.C. Probation Dept.

| Session #1 | Session #2 |
|---|---|
| Rm. # 807 | Rm. # 807 |

**U.S. BORDER PATROL** — Victor Saucedo

| Session #1 | Session #2 |
|---|---|
| Rm. # 104 | Rm. # 104 |

**U.S. CUSTOMS** — Eddie Olivas

| Session #1 | Session #2 |
|---|---|
| Rm. # 2131 | Rm. # 2131 |

# BUSINESS FESTIVAL
# APRIL 18, 1991

# SCHEDULE

| SESSION | | ROOM # |
|---|---|---|
| **9:00 a.m. OPENING SESSION** | | 2131 |
| Welcome | Ralph Marquez<br>2+2+2 Project Coordinator | |
| | Dr. Hector Lopez<br>Vice-President<br>Counseling & Student Services | |
| | Valerie Rodgers<br>Instructor, Business Division | |
| **9:30 - 10:00 a.m.** | **SESSION #1** | |
| **10:15 - 10:45 a.m.** | **SESSION #2** | |
| **11:00 - 11:30 a.m.** | **SESSION #3** | |
| **11:45 - 12:50 p.m.** | **LUNCH** | |
| **1:00 - 1:30 p.m.** | **CLOSING SESSION** | 2131 |

## SCHOLARSHIP COMPETITION

**OFFICE TECHNOLOGY**
9:45 to 11:15 a.m. — 803

**INFORMATION PROCESSING**
10:00 to 11:00 a.m. — 913

**GENERAL BUSINESS**
11:00 to 11:30 a.m. — Counseling CareerCenter

**BOOKKEEPING/ACCOUNTING**
10:00 to 11:00 a.m. — 804

** Awards donated by Crossland's Office Equipment*



# WORKSHOPS

## ACCOUNTING

Laurie Everhart
Calderon, Jaham & Osborn

| Session #1 | Session #2 | Session #3 |
|---|---|---|
| Rm. # 807 | Rm. # 807 | Rm. # 212 |

## BANKING AND FINANCE

Lenora Poole
Securuity Pacific Bank

| Session #1 | Session #2 | Session #3 |
|---|---|---|
| Rm. # 2131 | Rm. #2131 | Rm. #2131 |

## CITY MANAGEMENT

Abdel Salem
City Manager
El Centro

| Session #1 | Session #2 | Session #3 |
|---|---|---|
| Rm. # 2135 | Rm. # 2135 | Rm. # 2135 |

## INTERNAL REVENUE SERVICE

Juan Gonzales
Revenue Agent

| Session #1 | Session #2 | Session #3 |
|---|---|---|
| Rm. # 104 | Rm. # 104 | Rm. # 104 |

## REAL ESTATE

Bill McCombs
ERA Jackson-McCombs Realty

| Session #1 | Session #2 | Session #3 |
|---|---|---|
| Rm. # 2137 | Rm. # 2137 | Rm. # 2137 |

## SALES/PURCHASING

Benjamin Solomon
Purchasing Agent
City of Santee

| Session #1 | Session #2 | Session #3 |
|---|---|---|
| Rm. # 513 | Rm. # 509 | Rm. # 513 |

## MARKETING

Mauricio Calderon V.
Sales Manager
XHBC 3

| Session #1 |
|---|
| Rm. # 912 |

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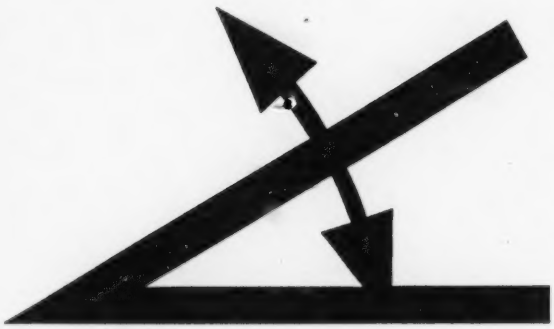
# 2+2+2 PROJECT
## IMPERIAL VALLEY COLLEGE



## Geometry Has Right Angle for College

Hispanic students who take at least one year of geometry in high school vastly increase their chances of getting into college and earning a degree. This finding is a result of a one-year study conducted by Pelavin and Associated for the College Board. The study reveals that in the 1980s the percentage of Hispanic high school graduates entering college decreased even though Hispanics were a growing proportion of the college-age population. However, among Hispanic individuals who had taken geometry, the percentages who attended college were virtually identical with mainstream students, and the Hispanic students' chances of reaching the senior year or graduating tripled. Previous studies also corroborate the connection between studying math and college success. Calling math "the gatekeeper for success in college," College Board President Donald M. Stewart recommends serious consideration of a national policy to ensure that all high school students take algebra and geometry.

## Impact of High School Geometry

**(% of students in high school class of 1982)**

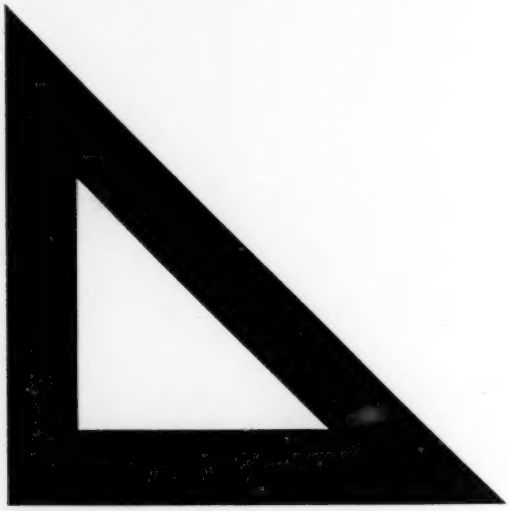
**Students enrolled in college:**

| | No Geometry | With Geometry |
|---|---|---|
| **Hispanic** | **45%** | **82%** |
| **Mainstream** | **58%** | **83%** |

**Students completing four years of college:**

| | No Geometry | With Geometry |
|---|---|---|
| **Hispanic** | **11%** | **34%** |
| **Mainstream** | **33%** | **40%** |

# 2+2+2 PROJECT
## IMPERIAL VALLEY COLLEGE



## Engineering

Although the total number of bachelor's degrees awarded in engineering dropped in 1990, the number of minority students earning degrees in the field of engineering continued to increase, according to the Engineering Manpower Commission (EMC). African-Americans, Hispanic-Americans, and Native Americans, all considered underrepresented minorities, together earned 7.2 percent of the BS degree, up from 7.0 percent in 1989. Hispanic-Americans alone earned 3.6 percent of all bachelor's degrees, as well as 1.8 percent of master's degree, and 0.9 percent of Ph.Ds in engineering. Mainstream Americans earned the highest percentage of degrees in all categories, but it was close in the Ph.D category, where foreign nationals earned 45.9 percent of all doctorates grated. Although the largest group of foreign students (19.5 percent) is studying business, the engineering field is a close second (19.0 percent)

## Nuclear Engineering

Nuclear engineers, like professionals in a growing number of other math- and science-related fields, may be scarce by the mid-1990s, according to the National Research Council (NRC). Demand for nuclear engineers has increased, fueled by expanding federal programs in nuclear waste management and environmental clean-up. In addition the field has broadened to include such specialities as medical diagnostics and treatment, and nuclear fusion. On the supply side, however, the NRC reports that the number of undergraduates enrolled in nuclear engineering programs was only 650 in 1988, down almost 45 percent from a decade earlier. Looking to the future, the NRC reports that if concern about "greenhouse" emissions from fossil fuels leads to increased use of nuclear power, demand for nuclear engineers after the year 2000 could rise as much as 300 percent.

# 2+2+2 PROJECT
## IMPERIAL VALLEY COLLEGE

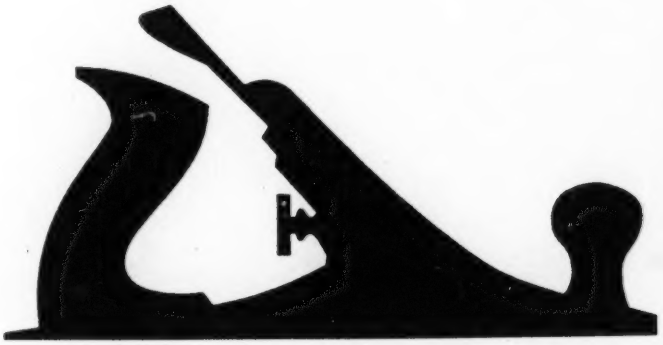
## Minority Franchise Activity

A survey conducted by Francorp Inc, an Illinois-based franchise development and consulting firm, reveals that about 6.9 percent of all franchises in the country belong to minority group members. The survey results also show that minority franchise owners tend to be more concentrated in four types of businesses-hospitality/lodging (13.3 percent), retail food (12.1 percent), restaurants (8.5 percent) and professional services (8.3 percent), by comparison 5.7 percent of automotive and 1.6 percent of construction/ home improvement franchises are owned by minorities. The federal Minority Business Development Agency (MBDA) adds that ,minority franchise businesses seem to be most concentrated in a few states. One third of the businesses assisted by the agency are in California, Texas, and Florida. Twenty-five percent of these businesses are Hispanic owned. Perhaps most important, the Francorp study shows that almost half of all franchisers surveyed report having no minority franchisees.

## Minority-Owned Franchises

**Percentage of U.S. minority-owned franchises by franchise sector.**

| | |
|---|---|
| Hospitality/Lodging | 13.3% |
| Retail Food | 12.1% |
| Restaurants | 8.5% |
| Professional Services | 8.3% |
| Automotive | 5.7% |
| Business Services | 5.3% |
| Personal, Home Services | 5.0% |
| Retail, Non-food | 4.0% |
| Construction/Home Improvement | 1.6% |



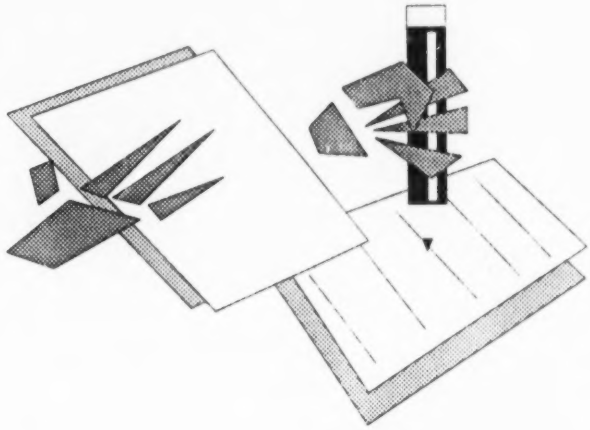
# 2+2+2 PROJECT
## IMPERIAL VALLEY COLLEGE

## Leading U.S. Sectors in Trade With Mexico

(Jan-Oct. 1990)

| Sector | $Millions |
|---|---|
| **Auto Parts** | |
| Exports | 2,563.0 |
| Imports | 1,074.0 |
| **Iron & Steel** | |
| Exports | 762.3 |
| Imports | 493.3 |
| **Textiles** | |
| Exports | 414.7 |
| Imports | 250.7 |
| **Automobiles** | |
| Exports | 289.7 |
| Imports | 1,947.9 |
| **Apparel** | |
| Exports | 282.0 |
| Imports | 540.6 |
| **Glass** | |
| Exports | 105.0 |
| Imports | 201.2 |
| **Footwear** | |
| Exports | 56.0 |
| Imports | 142.1 |

## CAREER CORNER



### CERTIFIED PUBLIC ACCOUNTANTS

Certified Public Accountants (CPA's) provide accounting and tax services to other businesses and to the general public on a fee basis. The services they provide include financial and operational audits, management consulting, and tax preparation and representation. The audit function is a unique service the CPA renders. They plan the audit, select procedures to use, examine the books and financial records, and give an opinion whether the business statements fairly represent the financial situation of the company or business. Some specialize in preparing tax returns while others design accounting systems. Still others evaluate computer systems and others specialize in security controls.

**—Personal Characteristics:** Above average ability to catch on to things; to communicate both verbally to explain procedures and in writing to obtain clients; to perform mathematical calculations quickly and accurately. Ability to work with numbers. Physical ability to carry work papers and records. Ability to analyze and interpret records and to evaluate a

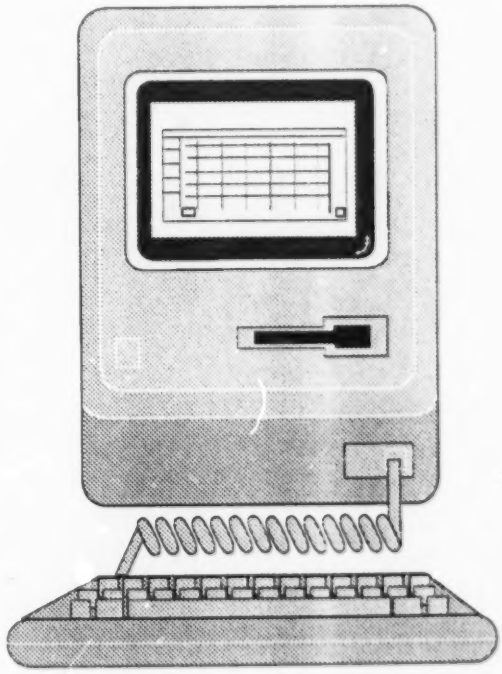
recordkeeping system. Ability to organize work, observe detail and to find errors easily. Ability to stick to a problem until it is solved. Ability to have many projects going at the same time. Ability to work under the stress of deadlines. Willingness to accept responsibility. Ability to work with people and get along well with them. Ability to adhere closely to established rules of ethical conduct. Workers in this field say that they enjoy the satisfaction of earning prestige and the esteem of people in the community.

—**Work Environment:** Indoors, usually in rooms or offices that are well-lighted and often air-conditioned. Some who are self-employed perform their work in an office located in their home. Overtime is common especially during tax season when workloads may be heavy. This work is desk-oriented. CPA's report they like the challenge and the professionalism of the job. Travel to a client's business or home is usually required. Travel to out-of-town regional offices may occur.

—**Pay:** Pay varies depending on the size and location of firm. Larger firms may pay higher salaries than smaller firms. Pay for those with a Master's Degree are generally higher. Starting pay may range from $1,500 to $2,325 per mo. In some areas they may start as low as $840 per mo. Experienced workers with two or three years experience earn around $2,500 to $3,650 per mo. Top pay may exceed $5,400 per mo pay for partners may range from $50,000 to $136,000 per yr.

—**Employment:** Over 34,000 certified public accountants are licensed; many were licensed before 1959. In California, around 134,780 accountants and auditors are expected to be employed by 1990. Only a portion of these are CPA's.

—**Outlook:** Outlook is good. Faster than average growth is expected to 1990. The demand for certified public accountants exceeds the supply of qualified workers. However, competition is downturn. Tax laws are becoming more complicated and people need to have a professional prepare their tax returns. Because computer applications in accounting are increasing rapidly, those applicants with knowledge of computer science and data processing will have a competitive edge.



# 2+2+2 PROJECT
## IMPERIAL VALLEY COLLEGE

## DRUG ENFORCEMENT ADMINISTRTION

Is seeking individuals for Special Agent positions. DEA Special Agents conduct criminal investigations and prepare for the prosecution of major violators of the drug laws of the United States, Senior Special Agent may volunteer for overseas assignments.

Entry level salary is at the GS-9 level, depending on the applicant's qualifications, with additional overtime compensation. Careers generally progress to the GS-9 level in three years.

DEA is in need of Special Agents with a variety of skills, abilities and knowledge such as: Accounting, Pilot/Maritime, Officer, Foreign Languages, Technical/Mechanical (Electronics), Law.

**The minimum qualifications for the Special Agent position are:**

* Be a U.S. citizen
* Be at least 21 years of age and not older than 34 at appointment
* Be in excellent physical condition
* Have a valid driver's license and ability to drive a vehicle at maximum highway speeds
* Have uncorrected vision of not less than 20/200 in both ayes, corrected 20/20 in one eye an 20/40 in the other
* Be willing to relocate to another city in the United States
* A college degree in any field and one year of experience conducting criminal investigations or comparable experience
* A college degree in any field and one of the following:
    * 2.95 (or better) overall grade point average (GPA)
    * 2.95 (or better) GPA in final of study
    * 3.5 GPA in major field of study

THIRD CLASS MAIL

Non Profit Org.
U.S. Postage
PAID
Imperial, CA.
Permit No. 5

# S E T UP DATE

*TUDENT SUPPORT SERVICES*

*DUCATIONAL OPPORTUNITIES PROGRAM AND SERVICES*

*RANSFER CENTER*



IMPERIAL VALLEY COLLEGE P.O. BOX 158 IMPERIAL CA. 92251

# UP-TO-DATE
STUDENT SUPPORT SERVICES

## UPCOMING CULTURAL EVENT

### FREE TICKETS FOR: "THE NUTCRACKER"

The Nutcracker will be performed by the Yuma Ballot and Performing Co. on December 15, 1990.

This ballet is an excellent production that "celebrates the power of human imagination which children have in abundance. To make it sophisticated...it possesses the power to make people happy at Christmas."

Tickets will be available November 28, 1990. FIRST COME, FIRST SERVED!

## SSS CLUB NEWS

SSS CLUB HAS ALREADY RAISED $600.00 FOR SCHOLARSHIPS AND $200.00 FOR THE TRIP TO BIG BEAR. THOSE OF YOU WHO HAVE PARTICI PATED IN CLUB FUNDRAISERS HAVE DONE AN EXCELLENT JOB. IF WE PLAN TO GO TO BIG BEAR, WE NEED TO RAISE ABOUT $1500.00 BY DECEMBER 12, 1990.

WE WILL BE FUNDRAISING DURING THE MONTHS OF NOVEMBER AND DECEMBER. COME AND JOIN THE SSS CLUB FUNDRAISING ACTIVITIES, SO WE CAN HAVE A GREAT TIME AT BIG BEAR DURING CHRISTMAS BREAK! ! !

WE NEED MORE CLUB MEMBERS' PARTICIPATION TO MAKE THIS EVENT A SUCCESS!

## TUTORIAL SERVICES AVAILABLE

Are you getting a "C" or below in any class??? Help is available! All Student Support Services Students are eligible to receive FREE TUTORING ! Many students have been helped a great deal through tutoring. See your SSS Counselor to apply today.

## STUDENTS RECEIVING TUTORING. . .

Just a quick reminder. . .
It is important to attend all tutoring sessions. In the event you must cancel, or would like to discontinue tutoring, be sure to inform the Tutorial Coordinator. No shows will affect whether you will be allowed to receive tutoring in the future. If you have any questions, please contact Marcy Rivera 352-8320 ext 384 or Carol Hawes ext 254.

## Student Support Services Workshops

" HOW TO PREPARE FOR FINALS "

| | | |
|---|---|---|
| DEC. 6 | 12:30 - THURSDAY | RM # 2131 |
| DEC. 7 | 11:00 - FRIDAY | RM #2131 |

***ALL STUDENTS ON PROBATION MUST ATTEND STUDY SKILLS WORKSHOPS EVERY MONTH.**

# DATE

EDUCATIONAL OPPORTUNITIES PROGRAM & SERVICES

## EOPS CLUB

### IMPORTANT ! ! !

We at **EOPS**, are happy to have you in the program. One of the goals of the club is social participation. We want you to be familiar with I.V.C. activities. This is one type of involment in participating with your **EOPS** Club. We need your cooperation in order to make the 1990-91 **EOPS** club a success. Contact Maria Velarde at 352-8320 ext. 410 so you can be informed of our future activities.

## OBTAINING A TUTOR

As an EOPS student, you are assigned to a counselor. This counselor is able to help you get at least an hour of tutoring for your hardest classes. This year, because the budget allowed for tutoring is very limited, we are only given an hour per class, unless tutoring is highly needed, we might be able to provide you with two or more hours per week.

Many students were abusing their tutoring previledges and EOPS was loosing money. Students need to call at least 24 hrs. in advance to cancel an appointment. If the tutor is expecting you and waits for 15 minutes, EOPS is required to pay the tutor as if he/she tutored the student for an hour. EOPS made a new policy, that if a student has two no-shows, he/she will be dropped from tutoring for the semester, and under no circumstances will be admited back until the next semester. If you need tutoring see your counselor for an application.

## ARE YOU A SINGLE MOTHER ON AFDC?

DO YOU KNOW THAT IMPERIAL VALLEY COLLEGE HAS A SUPPORTIVE PROGRAM DESIGNED JUST FOR YOU?

Do you know that there are three million women in the United States just like you? They are solely responsible for the care and support of their children even though they may not possess the job skills necessary for an adequate income. A well paying job that will provide the support for your family will almost always demand additional training and education. It makes little sense to leave welfare support for employment that will not even cover your most basic expenses such as child care, transportation, and medical expenses.

Imperial Valley College now has a program designed just for you !
This program provides assistance with childcare, personal, academic and career counseling. It is a program designed to assist you in the pursuit of a better lifestyle.

For more information, feel FREE to call CARE Counselors: Beatriz Alvarado and/or Consuelo R. Casillas at 352-8320, ext. 272.

# DATE
TRANSFER CENTER

## UCSD-REPRESENTATIVE

A representative from the University of California, San Diego will be at Imperial Valley College Wednesday, December 5.
To schedule an appointment come by the Transfer Center or call Norma Ramos at 352-8320 (ext. 274).

## UNIVERSITY OF CALIFORNIA

### FILING PERIODS

**All Campuses, Except Berkeley:**
Fall 1991: November 1-30, 1990
Winter 1992: July 1-31, 1991
Spring 1992: Oct. 1-31, 1991

**Berkeley:**

Fall 1991: November 1-30, 1990
Spring 1992: July 1-31, 1991

## CALIFORNIA STATE UNIVERSITY

**Application Filing Periods -** You are urged to file early. Applications to impacted majors must be filed within the first month of the filing period. The Long Beach, Northridge, San Diego and San Luis Obispo campuses are approaching capacity in a number of enrollment categories and are likely to close to applications after the first month of the filing period. If applying after the initial filing period, consult the campus admissions office for current information. Except for impacted majors, most campuses continue to accept applications throughout the filing period until enrollment categories are filled. Most campuses will acknowledge receiving your application within two to four weeks.

| **Terms in 1991-92** | **Applications First Accepted** |
|---|---|
| Summer Qtr. 1991 | Feb. 1 1991 |
| Fall Sem. or Qtr. 1991 | Nov. 1, 1990 |
| Winter Qtr. 1992 | June 1, 1991 |
| Spring Sem. or Qtr. 1992 | Aug. 1, 1991 |

**Filing Period Duration**

**Each campus accepts applications until capacities are reached. If applying after the initial filing period, consult the campus admissions office for current information**

# DATE
## 2 + 2 + 2 PROJECT

### CALLING ALL
### 2+2+2 PROJECT PARTICIPANTS

If you participated in the 2+2+2 PROJECT while in high school and are currently enrolled at Imperial Valley College pursuing a degree in Administration of Justice, Criminal Justice Administration or Business we have great news for you.

The 2+2+2 PROJECT at Imperial Valley College now has an academic advisement component and appointments are being scheduled with a 2+2+2 PROJECT counselor. The counselors for the 2+2+2 PROJECT, Mr. Carey Fristrup and Ms. Robin Staton, will have regularly scheduled day and evening appointment hours. Call Norma Ramos at 352-8320 (ext. 274) to set up your next appointment.

If you are pursuing any degree or certificate in Business please note the following. In addition to the 2+2+2 PROJECT counselors there are three faculty advisors from the Business Department available to serve you. The three faculty advisors, Ms. LaNelle Billings, Ms. Jane Chappell and Mr. Michael Jerge, have regularly scheduled evening appointment hours. To schedule your appointment call 352-8320 (ext. 246).

For a smoother transition from Imperial Valley College to the university and the world of work it would be in your best interests to you see a Project counselor or faculty adviser and receive the updated information in your career area.

### IMMIGRATION OFFICER (GS-5)

**Starting Salary $16,305**
(Increases to $24,000 within 3 Years)

**CONTACT PERSON:**
Richard Martinez, Training Officer, Tel. 357-1143

**IMMIGRATION OFFICER QUALIFICATIONS**

* High School Education
* At Least 18 Years Old
* U.S. Citizen
* Background Investigation
* Law Enforcement Experience
* Prefer Bilingual
* Physically Fit
* 16 Weeks training at the Immigration Officer Basic Training Course in Glynco, Georgia

# DATE

## IMPORTANT DATES TO REMEMBER

***November 13-30**
Mail-in registration for currently enrolled students in the matriculation process

***November 21**
Last Day to Drop with a "W"

**November 22-23**
Recess (Thanksgiving)

**November 28**
Universal mailing of class schedules

## FIELDTRIPS NEWS

**EOPS, SSS AND TRANSFER CENTER STUDENTS**. . . Are you trasferring, Are you interested in visiting other campuses? Sign-up with Maria Castro-Garcia, Ruth Soto or Norma Ramos for any of this semester's fieldtrips:

| | |
|---|---|
| November 28 | CSU, San Bernardino |
| December 05 | Cal State, Long Beach |
| March 06 | UC Riverside |
| March 14 | San Luis Obispo |
| March 20 | San Diego State |
| March 27 | UC San Diego |

Each fieldtrip requires a $5.00 deposit, which will be returned to you the day of the fieldtrip. If you reserve a slot and do not attend, the $5.00 will be non-refundable.

**December 11**
Class adjustment day in the Gym

**December 12-13**
Walk through registration in the Gym

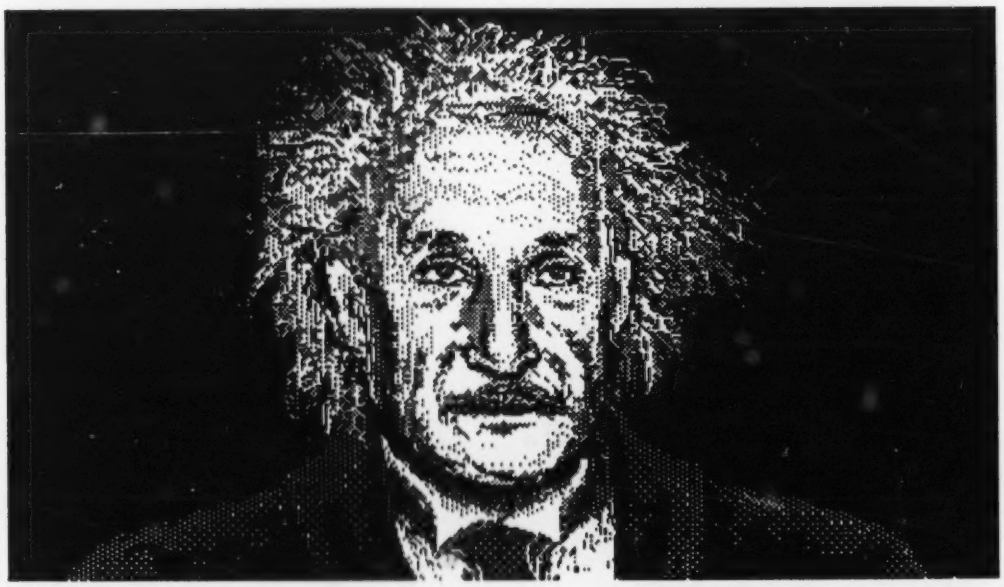
***December 17-21**
Final Exams

**January 14-18**
Late Registration for one week only in the College Center

**January 14, 1991**
Spring semester classes begin

**February 8, 1991**
Last day to apply for graduation and/or a certificate

# DATE



## NOTABLE FAILURES

Creative and imaginative people are often not recognized by their contemporaries. Even more often, they are not recognized in school by their teachers. History is full of examples.

**Einstein** was four years old before he could speak and seven before he could read. **Isaac Newton** did poorly in grade school, and **Beethoven's** music teacher once said of him, "As a composer he is hopeless."

When **Thomas Edison** was a boy, his teachers told him he was too stupid to learn anything. **F.W. Woolworth** got a job in a dry goods store when he was 21, but his employers would not let him wait on a customer because he "didn't have enough sense."

A newspaper editor fired **Walt Disney** because he had "no good ideas."

**Caruso's** music teacher told him, "You can't sing. You have no voice at all." The director of the Imperial Opera in Vienna told **Madame Schumann-Heink** that she would never be a singer and advised her to buy a sewing machine.

**Leo Tolstoy** flunked out of college; **Werner von Braun** flunked ninth-grade algebra. **Admiral Richard E. Byrd** had been retired from the Navy as "unfit for service" until he flew over both Poles.

**Louis Pasteur** was rated as "mediocre" in chemistry when he attended the Royal College.

**Abraham Lincoln** entered the Black Hawk War as a captain and came out as a private.

**Louisa May Alcott** was told by an editor that she could never write anything that had popular appeal.

**Fred Waring** was once rejected for high school chorus. **Winston Churchill** failed the sixth grade.

# DATE

## SCHOLARSHIPS

Financial Aid is available from a number of sources, including the federal government, state programs colleges, private scholarships, grants, loans and the military.

Helpful hints:

—Note that scholarship application deadlines can fall much earlier than admissions deadlines.

—Fill out financial aid applications completely and accurately.

—The financial aid office is a gold mine of information on scholarships, grants and loans as well as financial counseling services.

—When calculating your financial need remember to include not only tuition, books and fees, but expenses such as housing, food, transportation, health costs, child care, recreation and so on.

If you are interested in Federal and State Aid and want the most up-to-date information on regulations, procedures and legislation covering all major sources of federal and state financial aid, you may call 1-800-333INFO Monday through Friday, between the hours of 9:00 a.m. to 5:30p.m. (Eastern Standard time). Also, an extremely useful booklet published by the U.S. Deptartment of Education "The Student Guide: Five Federal Financial Aid Programs is available by calling the same number listed above.

IVC financial aid department has scholarships available. You may pick up a scholarship application with Marie Hisel in the Financial Aid office.

## Certified Public Accountants

Many four-year schools and colleges in California offer Accounting Programs. A Bachelor's Degree in Accountingf or Business Administration and additional accounting course work is required to become a certified public accountant. A Master's degree will help CPA'S increase proficiency and stay current. Many employers state that appearance is an important aspect particularly to companies concerned with their public image. You can also get experience and training in the military. High School coursework should include the Sciences, Mathematics, English, Economics, Social Studies, Computer Science.

—**Skills:** Knowledge of Accounting principles and auditing procedures and technique, and the ability to select relevant tax or accounting rules and to apply them. Ability to operate business machines such as adding and calculating machines and familiarity with the uses of computers in tax preparation and accounting. Ability to prepare complete and accurate accounting reports. Ability to keep up with changes in Government Laws and regulations.

—**Licensing:** The CPA is licensed by the state to express in written opinion the fairness of presentation of the financial statements of a business. Public Accountants were licensed until 1959 by California. Now, a certified public accountant (CPA) certification is required. They must be a graduate of an accredited college; have experience under a CPA/California PA or have acceptable equivalent experience; pass a professional ethics exam; and pay a fee. Proof of continuing education course work is required for License Renewal. A Renewal fee is required. For information on state CPA certification, write the California State Board of Accountancy, 2135 Butano DR. Sacramento, CA 95814.

—**Advancement:** You can advance from working in a larger or national firm to one with higher pay in a

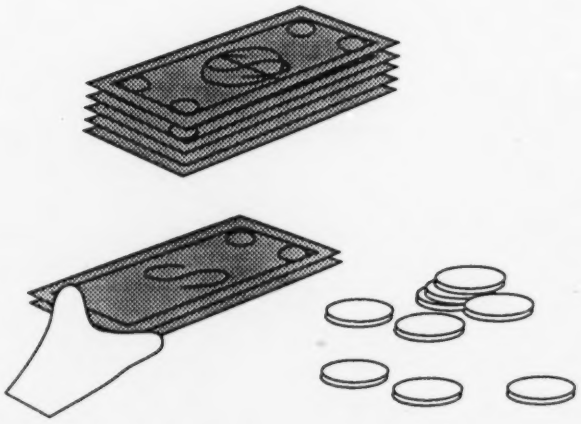
regional firm and then to a smaller firm. The career path is more clearly defined in large companies than in small ones, although your chances of promotion are better with a smaller firm. In large accounting firms, you usually start as a staff or junior accountant working under supervision, move to a senior accountant position, become a supervisor, to manager and eventually to partner of the firm and eventually to senior partner. In smaller companies you may work as a staff accountant for a longer period. Levels in business and industry include controller/treasurer and then to chief Financial Officer. Experience and showing initiative are important when trying for advancement. A Master's Degree in Accounting or Business Administration is helpful to those wanting to advance to partner or executive positions with other companies.

—**Tips:** Because competition is strong, whether you get the job and how much pay you receive may be determined by your scholastic achievement, the reputation of the school from which you graduate, as well as, the type of company or industry. Any experience you can get is helpful. Internships while still in school are helpful and sometimes help you get that first job. Part-time work in bookkeeping jobs will help you gain experience.

## HOW TO SURVIVE COLLEGE

Choosing the right college or university can be a tough decision, especially when there are so many factors to consider. But don't take it lightly, this decision will be one of the most important in your life.

Before you make a decision, ask questions. And when you get the answers to these questions-Ask more question. You cannot make an intelligent evaluation or Decision if you don't have the facts and other necessary information. Your parents, school counselors and teachers are the best sources for



guidance. Your decision should be based on your needs, your goals and objectives, and your expectations. Here are ten questions you should ask when you start your search for the right college or university.

(1) Is the school fully accredited?
Make sure that the school has attained the proper credentials from both state and national associations which authorize it to confer academic degrees.

(2) What is the reputation of the school?
Investigate the department in the field of study in which you are pursuing a degree.

(3) Can I get In?
Check out the admissions policies. Some schools require certain scores on the SAT & ACT exams; while some schools have an open door policy and only require a High School diploma, G.E.D., or 56 transferable units.

(4) Can you afford the school?
Prepare a budget to include tuition, books, fees, and supplies, meals, personal items, cleaning & laundry, beauty shop and extra curricular activities. Add transportation and telephone calls and you'll have a glance of what it will cost for one year of college.

Plan for four years, adding 10% per year to get a clearer picture of the total cost of your undergraduate degree.

(5) What type of financial aids are available?
Will the school assist you in applying for the various state and federal grants and loans? Check for private academic scholarships and grants through organizations and professional associations.

(6) What is the school's record in career placement?
Ask questions about the percentage and number of students placed in positions of their chosen field. With what companies or agencies were they placed? Also, talk to a few Alumni.

(7) Is the school small or large?
Some state universities have enrollments of over 40,000 while some private colleges have only 500 or 600 students. Determine how you feel about numbers.

(8) Where is the school located?
Are you a big city lover or the small town type? Cities offer a larger variety of activities for college students.

(9) What facilities are available?
Thoroughly check out the dormitories for cleanliness and security. Ask about the policies regarding on campus housing. Is there a school cafeteria, or will you need to eat and pay for meals elsewhere? Also, check out the Laboratories and Libraries make sure they are up-to-date.

(10) What extra curricular activities are sponsored or sanctioned by the school?
Fraternities and sororities are excellent organization for academic, professional and social enhancement. Investigating the qualification for participating in sports activities, science or math clubs, drama club, debate team, pep squads and student government.

## HOW TO CRAM
**Even Though You Shouldn't ! ! !**

Know the limits of cramming. If you haven't cracked a book in any of your courses and have daydreamed through all the lectures, cramming will not help.

It might help raise a grade if you have been reasonably attentive in class, taken fair notes, and have read or skimmed most of the material for the course. It will not work if you try to cram for several courses.

Also recognize that cramming is not really the same as learning. When you rely on cramming, you cheat yourself of true education because you won't remember what you cram. This point is important to know when you cram for mid-term exams. Some students think they have then learned this material and will be able to recall it on the final. They will be unpleasantly surprised. Material learned in cramming sessions is generally unavailable to recall after one or two days.

Cramming is also more work. It takes longer to learn material when you do it under pressure. You can't save time by cramming.

**The purpose of cramming, therefore, is only to make the best of a bad situation.** Cram to get by in a course so that you can do better next time.

Having been warned of the limitations and costs of cramming, you still might use this four-step cramming process:

1. **Make choices.** Don't try to learn it all when you cram. You can't. Instead, pick out a few of the most important elements of the course and learn those backwards, forwards, and upside down. Sometimes these choices will be difficult. You may be tempted to go over everything lightly. Resist this temptation. If you cover a lot of material lightly, chances are you

will recall none of it during the exam. Be courageous and choose a few important items. A good rule is to spend 25% of cramming time learning new material and 75% of cramming time drilling yourself on that material.

2. **Use mind map review sheets and flashcards.** Condense the material you have chosen to learn into mind maps. Choose several elements of the mind maps to put on 3x5 flashcards. Practice recreating the mind maps, complete with illustrations. Drill yourself with the flashcards.

3. **Recite ad nauseam.** The key to cramming is recitation. Recitation will burn facts into your brain like no other study method. Go over your material again and again and again.

4. **Relax.** Since material studied while cramming is not learned well, you are more likely to freeze or forget it under pressure. Use relaxation techniques to reduce test anxiety.

During the test, don't beat yourself up about being unprepared. Give yourself permission to do the best that you can.

## WHAT TO DO DURING TESTS

### AS YOU BEGIN

Prepare yourself for the test by arriving early so you have time to do a breathing or relaxation exercise.

Pay particular attention to verbal directions given as the test is distributed. Ask about the general rules of the exam room, such as the procedure for asking questions, materials allowed in the room, etc. Knowing the rules will ensure that you don't create the impression of cheating.

Scan the whole test immediately. Evaluate the importance of each section. Notice how many points each part of the test is worth and estimate how much time you will need for each section; use its point value as your guide. For example, don't budget 20% of your time for a section that is worth only 10% of the points. Then jot down a short time plan to keep you on track during the test.

Read the directions slowly. Then reread them. Nothing is more agonizing than to discover you have lost points on a test not because you didn't know the material, but because you failed to follow the directions. If the directions call for short answers, give short answers. Sometimes you will be asked to answer two out of three questions. Oh, the frustration of finding that out as you finish your third answer!

Jot down memory aids, formulas, equations, facts, or other material you know you'll need and might forget. Do this in the margins.

Now you are ready to begin.

### IN GENERAL

Answer easiest, shortest questions first. This gives you the experience of success and stimulates associations, thus preparing your mind for more difficult questions.

Next answer multiple-choice, true-false, and fill-in-the-blank questions. Proceed to short-answer questions and finally the essay questions.

Use memory techniques when you're stuck. If your recall on a certain point is blocked, remember something else that's related. Start from the general and go to the specific. Use a small mind map in the test margin to stimulate your memory.

# DATE

Pace yourself. Watch the time; if you are stuck, move on. Follow your time plan.

Leave plenty of space between answers. The space makes it easier on the person who grades your test, and you can use the extra space if there's time for additional information.

Look for answers in other test questions. A term, name, date, or other fact that escapes you might appear in the test itself. You can also use other questions to stimulate your memory.

In quick-answer questions (multiple-choice, true-false), your first instinct is usually best. Don't change your answer unless you are sure the second choice is correct. If you think your first answer is wrong because you misread the question, do change your answer.

**Multiple-choice questions**

Check the directions to see if the questions call for more than one answer.

Answer each question in your head before you look at the possible answers. If you can come up with the answer before you look at the choices, you eliminate the possibility of being confused by those choices.

Mark questions you can't answer immediately and come back to them if you have time.

If you have no clue as to what the answer is, and if incorrect answers are not deducted from your score, use the following guidelines to guess:

1. If two answers are similar, except for one or two words, choose one of these answers.

2. If two answers have similar sounding or looking words (intermediate-intermittent), choose one of these answers.

3. If the answer calls for a sentence completion, eliminate the answers that would not form grammatically correct sentences.

4. If two quatities are almost the same, choose one.

5. If answers cover a wide range (4.5, 66.7, 88.7, 90.1, 500.11), choose one in the middle.

6. If there is no penalty for guessing and none of the above techniques work, close your eyes and go for it.

**True-false questions**

Answer true-false questions quickly. Generally, these questions will not be worth many points individually. Don't invest a lot of time to get two points on a 100-point exam.

If any part of the true-false statement is false, the statement is false.

Look for qualifiers like "all," "most," "sometimes," "never," or "rarely." These are the key words upon which the question depends. Absolute qualifiers such as "always" or "never" generally indicate a false statement.

**Machine-graded tests**

You must be certain the answer you mark corresponds to the question you are answering. Check the test booklet against the answer sheet whenever you switch sections and again at the top of each column. Watch for stray marks. These can look like answers.

**Open-book tests**

When studying for the test, write down any formulas you will need on a separate sheet. Tape tabs onto important pages of the book (tables, for instance) so you don't have to waste time flipping through the pages. (You could also use paper clips.)

If you plan to use your notes, number them and write a short table of contents.

Prepare thoroughly for open-book exams. They are almost always the most difficult tests.

# DATE

**Short-answer/fill-in-the-blank questions**
These questions often ask for definitions or short descriptions. Pick up points fast when you work the fill-in-the-blank section of a test. Concentrate on key words and facts. Be brief.

**Essay questions**
When you set out to answer an essay question, your first task is to find out what the question is asking-precisely. If a question asks that you **compare** Gestalt and Reichian therapies, no matter how eloquently you **explain** them, you are on a one-way trip to No Credit City.

Before you begin to write, make a quick outline. There are three reasons for doing this. First, you will be able to write faster. Second, you will be less likely to leave out important facts. Third, if you don't have time to finish your answer, your outline might win you some points.

When you start to write, get to the point. Forget introductions. Sentences such as, "There are many interesting facets to this difficult question," cause acute pain in teachers grading tests. One way to get to the point is to include part of the question in your answer. For example, if the question asks, "Discuss how increasing the city police budget may or may not contribute to a decrease in street crime," your first sentence might read, " An increase in police expenditures will not have a significant effect on street crime for the following reasons." Your position is clear. You are on your way to the answer.

When you expand your answer with supporting ideas and facts, bring out your big guns immediately. Don't try for drama by saving the best for last.

Some final points in regard to style:

1. **Write clearly**. Grading essay questions is in large part a subjective process. Sloppy, difficult to read handwriting might actually lower your grade.

2. **Be brief**. Avoid filler sentences that say nothing. ("The question certainly bears careful deliberation in order to take into account all the many interesting facts pertaining to this important period in the history of our great nation.") Write as if you expect the person grading your test to be tired, bored, and overworked. This might not be the case; but even a well-rested instructor doesn't like to wade through a swamp of murky writing in order to trap an occasional lonely fact.

3. **Use a pen**. Many instructors will require this because pencil is difficult to read.

4. **When possible, write on one side of the page only.** Writing will show through and obscure writing on the other side. If necessary, you can use the blank side to add points you missed. Leave a generous left-hand margin with plenty of space between your answers, in case you need to add to them later.

Finally, if you have time, review your answers for grammatical errors. Clarity, and legibility.

## IMPORTANT NOTICE !!!!

**If you have lost a gold watch on campus, check with Student Life. There has been one turned in and to claim it all you need to do is describe it.**

# APPENDIX D

BUDGET AND CONTRACTS

# 1990-91 Budget
# I.V.C. 2 + 2 + 2 Project

| | DIRECT FUNDS (STATE) | INDIRECT FUNDS (STATE) | DISTRICT FUNDS (IN-KIND) | PROGRAM IMPRVMT. (IN-KIND) | VOC. ED. (IN-KIND) |
|---|---|---|---|---|---|
| Project Coordinator 50% contract *(ac. yr. + 4 wks. smr.) | 21,904 | | | | |
| High School Counselors *(6 @ 20 hrs x $15)) | 1,970 | | | 985 | |
| I.V.C. Counselors *(4 @ 20 hrs x $15 1 @ 40 hrs x $15) | 1,965 | | | 4,147 | |
| Data Processor *(1 @ 40 hrs x $15) | 329 | | | | |
| Conference Travel (2 statewide mtgs.) | 1,276 | | | | |
| Administrative Costs (8%) | | 2,216, | | | |
| Faculty Consultants *(2 @ 17 hrs, 2 @ 40 hrs, 1 @ 54 hrs x $15) | | | 2,535 | 985 | |
| Business & Law Festivals | | | | | |
| - meals | | | | 755 | |
| - transportation | | | | | |
| - T-shirts (printing) | | | | 2,500 | |
| - supplies | | | | 150 | |
| - scholarship | | | | 150 | |
| Printing | 1,667 | | | 355 | |
| New Equipment | | | | 1,730 | |
| Telephone | | | | 1,000 | |
| Postage | | | | 800 | |
| Travel | | | | | |
| Workstudy Asst. | | | | 843 | |
| Office Supplies | 554 | | 200 | 600 | |
| Cooperative Work Experience Facilitator | | | | | 9,238 |
| TOTAL | $27,700 | $2,216 | $2,735 | $15,000 | $9,238 |

**SUBTOTAL STATE CONTRIBUTION = $29,916**

**SUBTOTAL IN-DIRECT CONTRIBUTION = $26,973**

* Includes Benefits

**TOTAL PROJECT COSTS = $56,889**

**Imperial Valley College District**

**EXTRA DUTY SERVICES**

**EMPLOYMENT AGREEMENT**

This Agreement made and entered in this _____ day of _____ by and between the IMPERIAL COMMUNITY COLLEGE DISTRICT, Imperial County, California hereinafter referred to as the "District" and _____ hereinafter referred to as the "Extra Duty Employee."

**W I T N E S S E T H:**

WHEREAS, extra duty assignments rendered by certificated employees of the District consist of services other than classroom teaching services;

WHEREAS, Extra Duty Employee is employed by the District in a certificated position as set forth in that certain Notice of Employment dated _____;

WHEREAS, Extra Duty Employee desires to render extra duty services to the District in addition to those duties set forth in the Notice of Employment hereinabove referred to; and,

WHEREAS, the parties desire to contract subject to the following terms and conditions, NOW THEREFORE BE IT AGREED AS FOLLOWS:

1. SCOPE OF SERVICES: Extra Duty Employee will provide extra duty services in accordance with his/her proposal which is attached hereto as Exhibit "A" and incorporated by reference herein.

2. TIME FOR COMPLETION: Extra Duty Employee will commence extra duty services on _____ and complete said service no later than _____.

3. COMPENSATION: Extra Duty Employee will be paid for services performed pursuant to this contract of employment in a total amount of _____. Such amount is to be paid in _____ payments on the following dates: _____.

4. TERMINATION: This agreement may be terminated without cause by the District giving the Extra Duty Employee seven days written notice.

Entered into at Imperial, California on the date first above written.

By_____
Employee

By_____
Appropriate Dean and/or
Vice President

_____
Account Number

By_____
Vice President,
Business Services

**Imperial Valley College District**

**DUTY SERVICES**

**EMPLOYMENT AGREEMENT**

This Agreement made and entered in this _____ day of _____ by and between the IMPERIAL COMMUNITY COLLEGE DISTRICT, Imperial County, California hereinafter referred to as the "District" and _____ hereinafter referred to as the "Duty Employee."

**W I T N E S S E T H :**

WHEREAS, duty assignments rendered by employees of the District consist of services other than classroom teaching services;

WHEREAS, Duty Employee will be employed by the District in a position as set forth dated _____;

WHEREAS, Duty Employee desires to render duty services to the District;

WHEREAS, the parties desire to contract subject to the following terms and conditions, NOW THEREFORE BE IT AGREED AS FOLLOWS:

1. SCOPE OF SERVICES: Duty Employee will provide duty services in accordance with his/her proposal which is attached hereto as Exhibit "A" and incorporated by reference herein.

2. TIME FOR COMPLETION: Duty Employee will commence duty services on_____ and complete said service no later than _____.

3. COMPENSATION: Duty Employee will be paid for services performed pursuant to this contract of employment in a total amount of _____. Such amount is to be paid in _____ payments on the following dates: _____.

4. TERMINATION: This agreement may be terminated without cause by the District giving the Duty Employee seven days written notice.

Entered into at Imperial, California on the date first above written.

By_____
Employee

By_____
Appropriate Dean and/or
Vice President

_____
Account Number

By_____
Vice President,
BusinessServices

**EXHIBIT A**

Mr. Greg Ponce will serve as an Articulation Consultant for the Imperial Valley College 2 + 2 + 2 Project. His specific assignments will be as follows:

- will serve as a liaison between the Imperial Valley College Math Department and the 2 + 2 + 2 Intersegmental Working Committee

- will work with intersegmental faculty representatives in relation to the project goals

- will participate in select articulation development meetings between Imperial Valley College, local high schools, ROP, and San Diego State University - Imperial Valley Campus representatives; discussion topics will include, but will not be limited to: advanced placement (college credit for high school courses), concurrent enrollment, and review & evaluation of high school math curriculum

- will review all recommended articulation policies and procedures relating to the Math Department prior to submission to the Imperial Valley College Academic Senate, Curriculum and Instruction Committee, Executive Cabinet, and Board of Trustees for final approval

- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 per hour

**EXHIBIT A**

Ms. Carol Hann will serve as an Articulation Consultant for the Imperial Valley College 2 + 2 + 2 Project. Her specific assignments will be as follows:

- will serve as a liaison between the Imperial Valley College English Division and the 2 + 2 + 2 Intersegmental Working Committee

- will work with intersegmental faculty representatives in relation to the project goals

- will participate in select articulation development meetings between Imperial Valley College, local high schools, ROP, and San Diego State University - Imperial Valley Campus representatives; discussion topics will include, but will not be limited to: advanced placement (college credit for high school courses), concurrent enrollment, and review & evaluation of high school English curriculum.

- will review all recommended articulation policies and procedures relating to the English Division prior to submission to the Imperial Valley College Academic Senate, Curriculum and Instruction Committee, Executive Cabinet, and Board of Trustees for final approval

- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 25 hours renumerated at the rate of $15 per hour

**EXHIBIT A**

Mrs. Mary Kay Borchard will serve as a Faculty Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all in-service and planning meetings

- will work with intersegmental faculty representatives in relation to the project goals

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice between Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in developing a tri-segmental faculty working committee which will address the issues of a) advanced placement (college credit for high school courses), b) concurrent enrollment, and c) high school curriculum review and evaluation

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will develop a list of recommendations with the local law enforcement community that will promote competency-based curricula

- will assist in developing a plan to involve the local law enforcement community in in-service training and student work experience

- will assist in developing a plan to institutionalize and publicize the program

- will conduct outreach presentations at Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools and at ROC/P

- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year program review and evaluation

- this employment agreemnet is for 25 hours renumerated at the rate of $15 per hour

**EXHIBIT A**

Ms. Marisa Gates will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project and will perform the following tasks over a 30 hour period:

- will attend all scheduled in-service, planning, and articulation development meetings

- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)

- will assist in publicizing the program at Calipatria High School

- will coordinate distribution of publicity materials and brochures to Calpatria High School

- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Calipatria High School

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Calipatria High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience

- will assist project instructors to conduct outreach presentations at Calipatria High School

- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 per hour

**EXHIBIT A**

Ms. Esther Granados will serve as a Faculty Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all in-service and planning meetings
- will work with intersegmental faculty representatives in relation to the project goals
- will work with intersegmental representatives to develop articulation agreements and programs of study in Business between Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus
- will assist in developing a tri-segmental faculty working committee which will address the issues of a) advanced placement (college credit for high school courses), b) concurrent enrollment, and c) high school curriculum review and evaluation
- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities
- will develop a list of recommendations with the local business community that will promote competency-based curricula
- will assist in developing a plan to involve the local business community in in-service training and student work experience
- will assist in developing a plan to institutionalize and publicize the program
- will conduct outreach presentations at Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools and at ROC/P
- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.
- will participate in the end-of-year program review and evaluation
- this employment agreement is for 25 hours renumerated at the rate of $15 per hour

**EXHIBIT A**

Ms. Janet McConnell will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings

- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)

- will assist in publicizing the program at Imperial Union High School

- will coordinate distribution of publicity materials and brochures to Imperial High School

- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Imperial High School

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Imperial High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience

- will assist project instructors to conduct outreach presentations at Imperial High School

- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 an hour

**EXHIBIT A**

Mr. Tony Munguia will serve as the Data Processing Consultant for the Imperial Valley College 2+2+2 Project. His specific assignments will be as follows:

- will complete the computerized articulation and database tracking system relevent to the project goals
- will assist the Project Coordinator in monitoring the progress of Project participants via the database tracking system
- will set-up budget accounts on a computerized database
- will assist with set-up of computer equipment; research necessary software; and assist in preparation of statistical charts and tables for annual reports, with graphics as needed
- will participate in required planning meetings
- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.
- will participate in end-of-year evaluation
- this employment agreement will be for 20 hours renumerated at the rate of $15 per hour

**EXHIBIT A**

Mr. Rene Rendon will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. His specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings

- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)

- will assist in publicizing the program at Calexico High School

- will coordinate distribution of publicity materials and brochures to Calexico High School

- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Calexico High School

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Calexico High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience

- will assist project instructors to conduct outreach presentations at Calexico High School

- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 per hour

**EXHIBIT A**

Ms. Mary Zavala Robledo will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings

- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)

- will assist in publicizing the program at Central Union High School

- will coordinate distribution of publicity materials and brochures to Central Union High School

- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Central Union High School

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Central Union High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience

- will assist project instructors to conduct outreach presentations at Central Union High School

- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 per hour

**EXHIBIT A**

Mr. Gary Rodgers will serve as a Faculty Consultant to the Imperial Valley College 2+2+2 Project. His specific assignments will be as follows:

- will attend all in-service and planning meetings

- will work with intersegmental faculty representatives in relation to the project goals

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice between Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in developing a tri-segmental faculty working committee which will address the issues of a) advanced placement (college credit for high school courses), b) concurrent enrollment, and c) high school curriculum review and evaluation

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will develop a list of recommendations with the local law enforcement community that will promote competency-based curricula

- will assist in developing a plan to involve the local law enforcement community in in-service training and student work experience

- will assist in developing a plan to institutionalize and publicize the program

- will conduct outreach presentations at Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools and at ROC/P

- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year program review and evaluation

- this employment agreement is for 25 hours renumurated at the rate of $15 per hour

**EXHIBIT A**

Mrs. Valerie Rodgers will serve as a Faculty Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all in-service and planning meetings

- will work with intersegmental faculty representatives in relation to the project goals

- will work with intersegmental representatives to develop articulation agreements and programs of study in Business between Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in developing a tri-segmental faculty working committee which will address the issues of a) advanced placement (college credit for high school courses), b) concurrent enrollment, and c) high school curriculum review and evaluation

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will develop a list of recommendations with the local business community that will promote competency-based curricula

- will assist in developing a plan to involve the local business community in in-service training and student work experience

- will assist in developing a plan to institutionalize and publicize the program

- will conduct outreach presentations at Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools and at ROC/P

- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year program review and evaluation



- this employment agreement is for 25 hours renumerated at the rate of $15 per hour

**EXHIBIT A**

Mrs. Diane Rodriguez Romero will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings

- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)

- will assist in publicizing the program at Brawley Union High School

- will coordinate distribution of publicity materials and brochures to Brawley Union High School

- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Brawley Union High School

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Brawley Union High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience

- will assist project instructors to conduct outreach presentations at Brawley Union High School

- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 an hour

**EXHIBIT A**

Ms. Donna Schoneman will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings

- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)

- will assist in publicizing the program at Holtville High School

- will coordinate distribution of publicity materials and brochures to Holtville High School

- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Holtville High School

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Holtville High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience

- will assist project instructors to conduct outreach presentations at Holtville High School

- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 per hour



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